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ABSTRACT

This guide was developed by the Chicago Urban Skills Institute to provide improved instruction in English as a second language (ESL) to adults in the adult learning skills program. The guide provides standardized guidelines for the content of ESL courses and ideas for lesson and course planning. Course content is described for 21 ESL courses which comprise three course levels: beginning (201-203); intermediate (501-503); and pre-advanced (801-803). Each course consists of 10 to 15 communication objectives, which are stated in functional terms. Each objective describes life situations and suggests grammar structures and vocabulary appropriate to a specific instructional level. This guide has three parts. The first introductory section describes the guide; discusses the foundation of the ESL curriculum; and provides an overview of each level of instruction, functional English proficiency objectives for each cluster of three courses, general objectives per course, and a list of communication objectives for each course. Section two, the communication objectives, describes the content of what is to be taught in the ESL courses at the beginning, intermediate, and pre-advanced levels. Each communication objective has the following components: level and number, title, sample life situations, sample language, target sentence patterns, vocabulary, grammar structures, suggested strategies, notes for the instructor, and classroom notes. Appendixes to the guide include suggested learning strategies, a reference glossary, program descriptions, and other resources including a six-page curriculum bibliography. (KC)

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ADULT EDUCATION

GUIDE TO ESL CURRICULUM

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ADULT LEARNING SKILLS PROGRAM

GUIDE TO ESL CURRICULUM

Beginning	201-403
Intermediate	501-803
Pre-Advanced	801-803

CHICAGO URBAN SKILLS INSTITUTE

Talmadge Guy, Executive Director

Gloria J. Taylor, Coordinator
Department of Curriculum

CITY COLLEGES OF CHICAGO

Salvatore G. Rotella, Chancellor

CHICAGO URBAN SKILLS INSTITUTE - 3901 SOUTH STATE STREET - CHICAGO 60609 - (312) 624-7300

One of the City Colleges of Chicago

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The Outside Evaluators (Course Outlines)

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The Preliminary Field Testers (Training Specialists)

Liliam Alvarez, Myra Alvarez, Jose Barillas, Lambert Botts, Laura Catpia, Saundra Clark, Patrizia De Candia, Bill Drew, Phyllis Edelstein, Carlos Heredia, Ellen Jarrar, Eileen Libby, Marla Tarala Malcom, Lena Margolin, Alphonso Ramirez, Jose Rosado, Ruben Rosso, Pablo Salvador, Mercedes Sandino, Ellen Sellergren, Jacqueline Sellountos, Melvin R. Shaw, Robelo Solis, Edyth Sommer, Donna Steiner, Jean Straus, Marian Thatcher, Lorraine Tierney, Madelina Victoria, Margaret Wright, Gala Zimlina

The Region II Field Testers (Training Specialists)

Kenneth Blum, David H. Carobeu, Ed Daley, Susan Dobinsky, Martha Frances, Flordelina A. Gatan, Pat Gleason, Lawrence Holman, Angel Jimenez, Sister Roberta Maher, Carmelo Medina, M. Quintana, Sister Mary Ray, Elizabeth Rivera, Loretta Schott, Francisco Serna, Steve Tarchala

The Curriculum Advisory Committee

Donna D. Amstutz
Paul Byrd
Scipio A. J. Colin III
Eleanor Haskins
Sophia Kaspar
Christine Larsen
Dorothy McMurtry
Donald Scott
Gwendolyn Usher
Jerlean Washington

We would like to gratefully acknowledge the contributions of two former ESL Curriculum Specialists:

Josef Levi
Arlene Ruttenberg

The Curriculum Department

ESL Curriculum Specialists:	Jeffrey P. Bright Wilfred Gadsden Melvin Shaw
ESL Curriculum Writers: (part-time)	Kamla Koch Suzanne Leibman
ABE/GED Curriculum Specialists:	Martha Barnes Virginia Jackson June Rouse Gail Shea
Curriculum Clerical Staff:	Claretta Habeel Cynthia Means Cynthia Pearson Claudette Smith
Coordinator:	Gloria J. Taylor

GUIDE TO E.S.L. CURRICULUM

TABLE OF CONTENTS

ACKNOWLEDGEMENTS....................Page ii

INTRODUCTION.................... 1

ESSENTIAL INFORMATION ABOUT THIS GUIDE.................... 2

ASSUMPTIONS AND APPROACH.................... 5

ESL COURSE DESCRIPTIONS.................... 9

ESL COMMUNICATION OBJECTIVES

Beginning ESL--Courses 201-403.................... 28

Intermediate ESL--Courses 501-703.................... 238

Pre-Advanced ESL--Courses 801-803.................... 432

APPENDICES

A. SUGGESTED STRATEGIES.................... 501

B. REFERENCE GLOSSARY FOR ESL TRAINING SPECIALISTS.................... 519

C. PROGRAM DESCRIPTION.................... 526

D. REASONS FOR SELECTING SIDE BY SIDE.................... 527

E. RESOURCES AT CUSI.................... 528

F. GENERAL RESOURCES.................... 531

G. PROFESSIONAL STANDARDS (IACEA).................... 535

H. ESL CURRICULUM RESOURCE BIBLIOGRAPHY.................... 537

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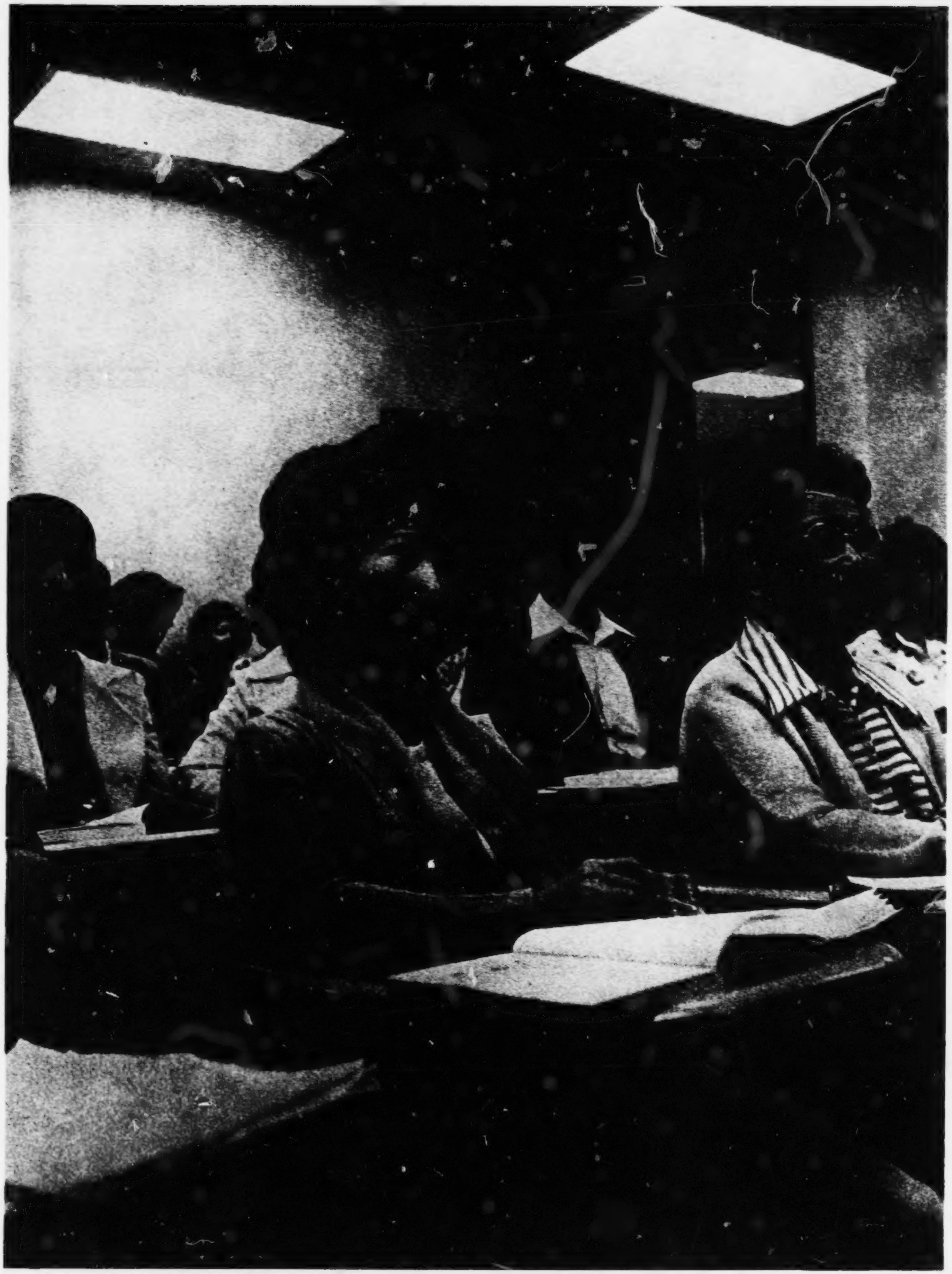


INTRODUCTION

The Chicago Urban Skills Institute (CUSI), one of the City Colleges of Chicago, has developed this GUIDE TO ESL CURRICULUM in an effort to provide improved instruction of English as a Second Language to adults in its Adult Learning Skills Program. This GUIDE has four goals:

1. To provide standardized guidelines for the content of ESL courses throughout the program.
2. To assist Training Specialists with lesson and course planning.
3. To serve as a foundation for effective learner placement and achievement testing.
4. To encourage dialogue among Training Specialists in the interest of improved instruction.

The GUIDE was developed partially in response to requests from Training Specialists in the program. It is part of an ongoing curriculum development project which will include additional ESL curriculum documents and guides, as well as a comprehensive ABE/GED Curriculum. Future ESL curriculum components will include a detailed curriculum for ESL Literacy, initial placement tests for determining levels of instruction, a guide to effective ESL instructional strategies, and supplementary ESL materials for classroom use at the various levels of instruction.

This GUIDE TO ESL CURRICULUM is specifically designed for teaching adult ESL learners who need to use everyday spoken and written English. It provides the "what" and "when" of an instructional program for teaching ESL to adults. The "Assumptions and Approach" of this curriculum are described in a separate section (pp. 6-8).

Course content is described for 21 ESL courses, from course 201 to course 803. Each course consists of from ten to fifteen Communication Objectives, which are stated in functional terms (e.g. giving and seeking information, persuading, and describing). Each objective describes life situations and suggests grammar structures and vocabulary appropriate to a specific instructional level. The content can be adapted and re-ordered where necessary in order to meet learner needs.

Comments and feedback are welcomed and will be used to guide future revisions. Contact the Curriculum Department at 624-7300, Extensions 260 or 268.

ESSENTIAL INFORMATION ABOUT THIS GUIDE

This GUIDE TO ESL CURRICULUM is to be used by all Training Specialists teaching ESL courses in the Chicago Urban Skills Institute. The GUIDE is to be used in conjunction with available materials. It should also be consulted regularly as a source for lesson content and ideas. Supplementary ESL materials for classroom use, as well as sample lessons, will be developed by the CUSI Curriculum Department according to the content of this GUIDE.

ESL COURSES AT CUSI

The Chicago Urban Skills Institute is approved by the Illinois Community College Board to offer twenty-four (24) courses in English as a Second Language. The courses are numbered from 101 to 803. The chart on page 9 displays the course numbers by levels of instruction. This GUIDE describes courses 201 to 803.

Each course consists of 32 hours of classroom instruction. Learners may be enrolled in one to four courses per eight-week module, depending on the number of weekly hours assigned to the class, as shown below.

4 hours/week = 1 course per module
8 hours/week = 2 courses per module
12 hours/week = 3 courses per module
16 hours/week = 4 courses per module

Each course contains 10 or 11 Communication Objectives. (Course 201 has 15 objectives.)

COMPONENTS OF THIS GUIDE

The GUIDE has three parts. These are: I. Introductory Section, II. ESL Communication Objectives, and III. Appendices. Each is described briefly here.

I. INTRODUCTORY SECTION

Besides "Essential Information About This Guide," which you are now reading, the Introductory Section contains:

ASSUMPTIONS AND APPROACH

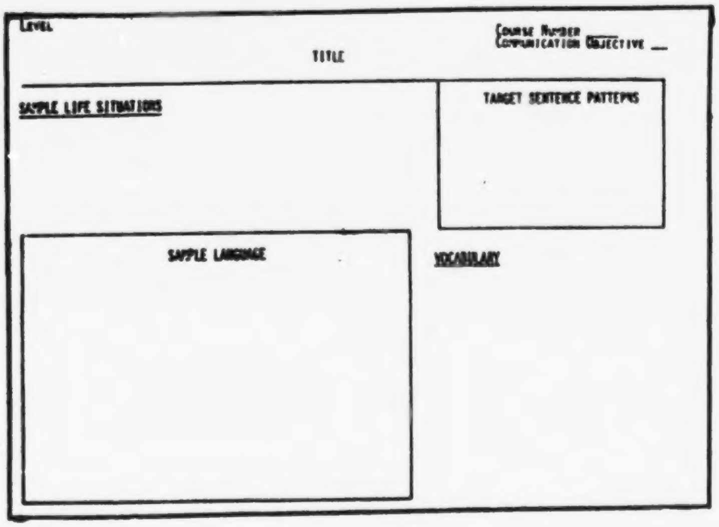
This GUIDE was developed based upon a common set of principles about adult English as a Second Language instruction. "Assumptions and Approach" describes the foundation of the ESL curriculum.

ESL COURSE DESCRIPTIONS

This section of the GUIDE comprises the following:
an overview of each level of instruction, functional English proficiency objectives for each cluster of three courses (e.g. 401-402-403), general objectives per course, and a list of communication objectives for each course. Readers should refer to this section for an overview of the entire ESL curriculum.

II. ESL COMMUNICATION OBJECTIVES

The Communication Objectives describe the content of what is to be taught in the ESL courses. Each Communication Objective has the following components, which are distributed on two adjacent pages of the GUIDE. The components are described below the sample blank pages.



LEVEL

COURSE NUMBER ____
COMMUNICATION OBJECTIVE __

TITLE

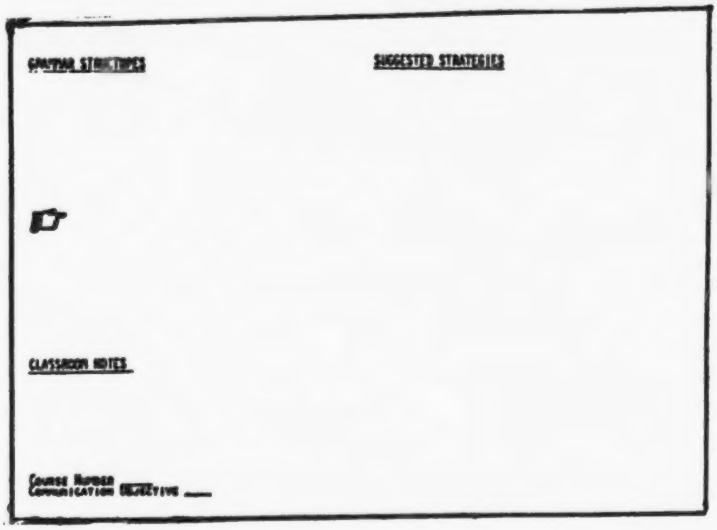
SAMPLE LIFE SITUATIONS

TARGET SENTENCE PATTERNS

SAMPLE LANGUAGE

VOCABULARY

"A" PAGE



GRAMMAR STRUCTURES

SUGGESTED STRATEGIES

CLASSROOM NOTES

COURSE NUMBER
COMMUNICATION OBJECTIVE ____

"B" PAGE

LEVEL AND NUMBER

At the top left of the "A" page is the level of instruction: Beginning, Intermediate, or Pre-Advanced. At the top right of the "A" page and at the bottom left of the "B" page is the Course Number and Communication Objective number. Use these features to identify the specific Communication Objective.

TITLE

The title of each Communication Objective briefly states an instructional objective. For example, the title "Describing Present Activities" (203-9) means that after the learners complete the objective, they will be able to describe activities that are happening at the moment. Since 203-9 is at the Beginning ESL level, only simple English will be taught and learned for describing present activities in that objective.

SAMPLE LIFE SITUATIONS

Four different situations are suggested for each Communication Objective. The situations have these uses:

a. To provide contexts for dialogues, role plays, etc.
b. To remind Training Specialists of the situations outside of class for which learners need English.
c. As samples---other situations can be selected by the Training Specialist or the learners.

Two or more situations should be used in lessons before the Communication Objective can be considered sufficiently presented.

SAMPLE LANGUAGE

To accomplish an objective, learners at that level of instruction need to understand and use English utterances such as those provided under Sample Language. This component of the Communication Objective has three purposes:

a. To provide examples of English sentences that learners will need to understand and that they will need to speak. Language for "listening only" and for "listening and speaking" are not the same.
b. To indicate the level of difficulty of English for this course and objective.
c. To provide a starting point for selecting or developing dialogues, situational practice exercises, etc.

TARGET SENTENCE PATTERNS

Learners should be able to say and understand sentences like these by the time that they complete the objective. The Target Sentence Patterns provide a clear goal for ESL lessons. Of course, Training Specialists and learners should substitute relevant vocabulary into these patterns.

VOCABULARY

A core vocabulary of common English words is provided for each Communication Objective. Both the vocabulary taught in previous objectives and additional vocabulary appropriate to life situations selected by the Training Specialist should be used in lessons.

GRAMMAR STRUCTURES

Grammar Structures for each Communication Objective are the formal, rule-governed features of the English language that are to be taught for conscious manipulation by the learners. Those structures listed are either new to this objective (i.e. have not appeared in previous objectives), are likely to be problematic for ESL learners at this level, or both. Grammar Structures are more "abstract" than the Target Sentence Patterns.

SUGGESTED STRATEGIES

As an aid to instruction, several teaching strategies are suggested for each Communication Objective. The strategies are divided into those for developing Listening and Speaking skills and those for Reading and Writing skills. The strategies are listed in a pedagogically sound order. Training Specialists may find that another order or other strategies are equally successful in achieving the objectives.

NOTES

Indicated by a pointing finger, the notes for the instructor may contain one or several of the following:

a. Comments on the grammatical regularities or common usage of the English language (for Training Specialist reference).
b. Suggestions for organizing or presenting lessons.
c. Additional life situations.
d. Tips to the teacher.
e. Cross references to other Communication Objectives, for review, expansion, or integration of objectives/lessons.

CLASSROOM NOTES

A blank space is provided for the Training Specialist to note his or her comments and experiences in teaching the Communication Objectives.

III. APPENDICES

Several appendices are provided for Training Specialist reference. Two of particular interest are: Suggested Strategies and Reference Glossary.

SUGGESTED STRATEGIES APPENDIX

Over twenty-five ESL teaching strategies are suggested throughout this GUIDE. These strategies are described, with examples from the Communication Objectives, in one of the appendices.

REFERENCE GLOSSARY FOR ESL TRAINING SPECIALISTS

At the request of Training Specialists, a reference glossary of commonly used ESL terms has been prepared. These terms are especially pertinent to understanding this GUIDE.

OTHER APPENDICES are included in order to inform Training Specialists of available resources.

For additional assistance in how to use the GUIDE TO ESL CURRICULUM, Training Specialists are encouraged to contact the Instructional Development Department, telephone 624-7300, Extension 260 or 268.

ASSUMPTIONS AND APPROACH

The Chicago Urban Skills Institute ESL Curriculum is based on a congruent set of assumptions about adult learning and English as a second language. These assumptions, based on research and classroom practice, suggest a communicative instructional approach which is especially appropriate for the adult ESL learners in the CUSI Adult Learning Skills Program. An outline of the assumptions and approach of the ESL curriculum is provided below.

ASSUMPTIONS: ADULT LEARNERS

1. Adult learning is based on needs.
   Adult learners enroll for personal, occupational, or other reasons. Some learners need help with literacy skills, while others are preparing for college or vocational training. Effective instruction and curriculum should be related to learner needs.

2. Adult learning is voluntary.
   Because attendance is not mandatory, classroom activities and materials must be varied, interesting and meaningful in order to involve the learner and maximize retention.

3. Adults have many life responsibilities.
   Adult learners' life roles (workers, tenants, parents, community members, etc.) influence the attention they can give to learning. Instruction should be relevant to life and not merely limited to subject matter concerns.

4. Adults have individual learning styles.
   Through experience in life, adults have developed their own ways of learning and coping. ESL learners' cultures may influence how they learn, as well. Auditory, visual, or physically involving activities may be more appropriate for certain learning styles.

5. Successful learning experiences encourage further learning.
   Frustration or boredom hinder learning. Lessons that teach new, useful skills will reinforce learner participation. Learning objectives should be manageable in size and difficulty, so that learners experience success in each class period.

ASSUMPTIONS: ENGLISH AS A SECOND LANGUAGE

6. Adults ESL learners need English they can use immediately.
   English for adult ESL learners in Chicago is a second or additional language, not a foreign language to be used eventually. Their English language needs depend upon where, why, when, and with whom they need to use English. Since these needs are for immediate communication, oral skills--speaking and listening--should be emphasized.

7. Language is used for purposeful communication.
   People use language to persuade, apologize, describe, express emotions, and other purposes. ESL for adults must be based on these purposes of communication in order to help meet learners' needs for language use.

8. Language forms are important and must be taught.
   Each language has a different system of word order, phonology (sound), intonation patterns, vocabulary and social usage. ESL learners must be taught a general core of the English language in order to communicate efficiently and effectively. There are varying degrees of mastery of this core and of additional features of English.

9. Language skills are both receptive and productive.
   Listening and reading are receptive skills (for understanding). Many learners need to understand more or different English than they need to speak or write. Classroom instruction should attempt to meet both receptive and productive language skills.

10. Language is a contextualized activity.
   Situational variables influence the language used to communicate meanings. Social roles (i.e. stranger, friend, asker, giver) and the setting or place of communication affect language use. In addition, language is often accompanied by gestures, pauses, and other means of non-verbal communication. These factors must be accounted for in ESL teaching.

APPROACH

Important features of the communicative ESL instructional approach suggested by the assumptions include the following:

1. Successful communication of meaning is given primary emphasis.
   Learners must understand the Training Specialist's English and each others. They must also prepare for communication outside of class. Lesson sequences should progress from practice activities to communicative ones, either in or out of the classroom. There should always be feedback as to how well communication was achieved.

2. The ESL communication objectives are stated as purposes of language.
   These purposes, often called language functions, include clarifying, describing, and asking for permission. For each communication objective, common phrases, intonation patterns, grammar structures, and vocabulary appropriate to one or more life situations are taught and practiced in class.

3. Language presented must be authentic and situationally meaningful.
   Practice and communication activities should be contextualized. Even oral drills must contain authentic spoken language related to the learners' life situations.

4. Quantity and level of language are carefully determined.

Only a limited amount of new language should be presented at one time. Grammatical complexity and vocabulary should be adapted to the level of the learners so that new language can be learned without excessive frustration.

5. Learners must be actively involved in the ESL class.

Activities, for example, should be varied to appeal to different students' learning styles, and to ensure continued learner interest. Learners should be given opportunities to suggest language content, seating arrangements and how they participate in class.

6. All four language skills must be taught.

Listening should precede speaking, and reading should precede writing. Certain sentences and words may be taught only for listening, or only for reading, depending on the demands of communication situations in and out of class.

7. Language material should be recycled and reviewed.

Before any material is mastered, several presentations and practice sessions are necessary. Grammar structures in particular should be recycled for progressively greater mastery each time. Communication objectives are reintroduced and expanded upon at higher levels. This demands that more accurate and complex language be used as learners progress.

ESL COURSE DESCRIPTIONS

The Chicago Urban Skills Institute's Adult Learning Skills Program is approved by the Illinois Community College Board to provide the twenty-four (24) ESL courses described below. These courses comprise a leveled, progressive program of English language training for adult non-native speakers of English.

The courses are arranged as follows:

Level	Course Numbers	Instructional Hours	
ESL Literacy	0101-0102-0103	96	
Beginning ESL	0201-0202-0203	96	288
	0301-0302-0303	96	
	0401-0402-0403	96	
Intermediate ESL	0501-0502-0503	96	288
	0601-0602-0603	96	
	0701-0702-0703	96	
Pre-Advanced ESL	0801-0802-0803	96	

More detailed descriptions of the ESL courses, level by level, are provided on the pages that follow.

ESL LITERACY

COURSES 101-102-103

Functional English Proficiency: In ESL Literacy, learners progress from no oral English proficiency to minimally communicative oral English, and from little or no literacy in English to basic English literacy. Successful learners will demonstrate aural understanding of basic vocabulary taught, ability to respond to and initiate simple questions and commands, ability to read and write basic personal information in semi-controlled tasks, and ability to count, add, and subtract simple figures in English (i.e., up to $20.00 in money).

General Course Objectives:

In 101, learners will:

1. use simple English words and expressions to identify themselves.
2. be able to follow certain classroom directions.
3. begin to copy and discriminate printed shapes and letters (of English words).
4. learn to ask for emergency assistance.

In 102, learners will:

1. learn to count and write monetary amounts.
2. describe common objects using simple vocabulary.
3. produce legible letters, especially for personal information items.
4. use simple time expressions.

In 103, learners will:

1. learn questions and responses for use in selected key situations, such as visiting a clinic or applying for a job.
2. expand their inventory of known sight words.
3. develop word attack skills for decoding new words.
4. learn to put some of what they hear into written form.

NOTE: A separate curriculum guide for ESL literacy has been developed.

BEGINNING ESL

Courses 201-403

Overview

Beginning level ESL courses provide non-English speakers with fundamental communication skills in the English language. These skills will enable learners to reach proficiency sufficient for limited conversations of a general nature with English speakers and to meet their needs adequately in certain specific situations. Actual competence achieved will depend on the learners' education, life experience, language aptitude and motivation, but all learners should be able to:

*Conduct limited personal business transactions in English (e.g. purchase postage stamps).

*Understand simplified spoken and written English.

*Ask and answer basic questions pertaining to themselves, their families, their jobs, their personal needs and interests, etc.

*Express comprehension and non-comprehension and ask for clarification or help with English.

Instruction in Beginning ESL emphasizes practical listening, speaking, reading and writing skills. Learners must have many classroom opportunities to listen to actual spoken English and to understand spoken questions of a general, personal and social nature. In class, students will repeat what is modeled for them, practice in controlled situations, and speak in their own English words using learned language to express individual preferences, experiences, thoughts, feelings, and information. Practical dialogues and learned vocabulary items will constitute the limited reading material. Writing will be limited, also, by learner needs and teacher selection of reinforcing material. As a result, Beginning ESL learners will be able to understand more than they can say, and read more than they can write in English. Yet, most importantly, they will be able to use what they learn in the classroom for their own needs in the English speaking community.

BEGINNING ESL

Courses 201-202-203

Functional English Proficiency:

In Beginning ESL 201-203, the learners progress from at or near zero-level English to the ability to understand and participate partially in very basic conversations, to read some of the oral language which has been taught in class and to write basic personal information and simple sentences.

General Course Objectives:

In 201, learners will:

1. acquire phrases and common vocabulary of personal information, the classroom environment, numbers and money.
2. learn to request emergency assistance.
3. learn basic questions, answers and commands for use in the classroom.

In 202, learners will:

1. learn to use simple grammatical structures (including question format and short answer).
2. learn basic vocabulary items to express time, daily activities, food and clothing items, likes and dislikes, needs and locations.

In 203, learners will:

1. practice previously learned skills.
2. acquire expanded vocabulary.
3. become more fluent with structures and expressions for the following purposes: requesting; expressing desires and needs; agreeing; describing; apologizing.
4. focus on question formation and simple declarative sentences.
5. receive an introduction to the present continuous tense.
6. recognize and understand the past forms "did" and "was".

BEGINNING ESL

Courses 201-202-203

Communication Objectives

Course 201

1. Introducing and Identifying Oneself (Name, Country)
2. Introducing and Identifying Oneself (Personal Information)
3. Greeting and Saying Goodbye
4. Introducing and Identifying Others (Name, Relationship)
5. Introducing and Identifying Others (Nationality, Language)
6. Describing One's Family
7. Following Classroom Instructions (Part I)
8. Identifying Classroom Objects
9. Following Classroom Instructions (Part II)
10. Understanding and Giving Simple Commands
11. Using Numbers 1-100
12. Identifying and Counting Money
13. Asking for Emergency Assistance
14. Spelling Words Aloud
15. Expressing Understanding and Not Understanding

Course 202

1. Using Simple Time Expressions (Hours, Time)
2. Using Simple Time Expressions (Days, Months, Dates)
3. Describing Daily Routines
4. Asking for Repetition or Clarification
5. Identifying Food
6. Expressing Likes and Dislikes
7. Describing Things
8. Identifying Clothing
9. Asking for Things
10. Describing Locations
11. Describing One's Physical or Emotional State

Course 203

1. Asking For and Giving Personal Information
2. Asking Someone to Do Something
3. Stating One's Intent, Purpose, or Desire
4. Insisting
5. Asking for Information
6. Understanding Directions to a Place
7. Agreeing and Disagreeing
8. Understanding and Describing Time Schedules
9. Describing Present Activities
10. Getting Someone's Attention and Asking for Assistance
11. Apologizing and Excusing Oneself

BEGINNING ESL

Courses 301-302-303

Functional English Proficiency:

In Beginning ESL 301-303, learners progress from extremely limited English proficiency to having the ability and confidence to initiate spoken utterances in most known and some unfamiliar contexts and to understand basic slow conversation and frequently used expressions and commands. They will be able to read about half of what was taught orally in class and to write in simple sentences limited amounts of their own speech or that of others.

General Course Objectives:

In 301, learners will:

1. begin to discuss their own abilities.
2. be able to express their personal needs.
3. learn simple ways to say what is wrong and right about their own and others' classroom work.
4. listen to examples of the past tense to improve their comprehension of conversational English.

In 302, learners will:

1. acquire some ability to understand and speak about past, future, and possible activities or plans.
2. be able to understand more than they can speak.
3. do some teacher-selected readings.
4. still make many structural and pronunciation errors.
5. be able to engage in limited conversation on a restricted topic with English speakers.

In 303, learners will:

1. describe and understand simple descriptions of things, places and people.
2. ask and answer most basic information questions.
3. ask for clarification of English words.
4. talk about what is possible.
5. use simple forms for comparing and contrasting.
6. expand their vocabularies.

BEGINNING ESL

Course 301-302-303

Communication Objectives

Course 301

1. Describing People (Occupations, Appearance)
2. Reporting Times of Activities
3. Expressing Uncertainty or Lack of Knowledge
4. Asking for and Giving Permission
5. Expressing Ability and Inability
6. Understanding and Reporting Sequences of Activities
7. Identifying and Describing One's Belongings
8. Identifying and Describing Items and Their Parts
9. Describing Amounts and Quantities
10. Describing What's Wrong with Something
11. Rejecting Something and Correcting Someone Politely

Course 302

1. Asking for Assistance and Responding to Requests
2. Giving and Understanding Simple Messages
3. Asking or Telling Someone to Do Something
4. Asking for Clarification or Demonstration
5. Expressing Emotions
6. Describing Time Periods
7. Describing Plans for the Future
8. Giving Excuses or Explanations for Not Being Somewhere
9. Stating Reasons for Doing Something
10. Reporting Past Activities

Course 303

1. Describing Someone's Appearance
2. Stating Personal Information
3. Clarifying or Specifying
4. Describing Relative Locations of Objects
5. Giving Directions and Describing Distances
6. Reporting Partial Understanding or Partial Completion of a Task
7. Offering Things
8. Accepting and Refusing Invitations
9. Giving Excuses and Explanations for Not Doing Something
10. Expressing Necessity or Obligation
11. Understanding and Expressing Possibilities

BEGINNING ESL

Courses 401-402-403

Functional English Proficiency:

In Beginning ESL 401-403, learners will reach proficiency sufficient for limited conversations of a general nature with English speakers and to meet their needs adequately in certain specific situations through the use of English. Their English may at times be impossible to understand, but, with rewordings and questioning, they will be able to make themselves understood more than half of the time. Learners will be able to read most of what has been taught orally in class as well as 10-20% more in recognition vocabulary, especially for frequently encountered, important words.

General Course Objectives:

In 401, learners will:

1. expand their vocabulary.
2. use language they know for more situations and purposes.
3. learn descriptive structures, such as "there is/are," "used to," and some comparative forms.

In 402, learners will:

be able to relate the English learned in class to communication situations in their daily lives, and to

1. describe how people and objects are alike and different.
2. express common emotions.
3. give and follow directions and warnings.
4. be exposed to many exercises in listening comprehension.

In 403, learners will:

1. practice English in those conversations required on the job, in stores and in the community.
2. become more confident in using English as their errors decrease.
3. understand a greater variety of grammatical structures.

BEGINNING ESL

Courses 401-402-403

Communication Objectives

Course 401

1. Describing Home, Workplace, Neighborhood
2. Describing What Things Are Made Of or Used For
3. Describing Objects (Without Knowing the Name)
4. Understanding and Describing One's Responsibilities
5. Reporting Activities and Experiences (Past)
6. Contrasting Current and Past Activities or Conditions
7. Offering to Help or Do Something
8. Inviting and Responding to Informal Invitations
9. Expressing Sympathy, Congratulations, Happiness
10. Expressing Opinions and Preferences
11. Agreeing or Disagreeing (Politely, Assertively)

Course 402

1. Describing Family, Work and Personal Relationships
2. Expressing Hope, Disappointment, Satisfaction
3. Describing Activities (Without Knowing the Name)
4. Describing Appearance, Personality, Behavior
5. Expressing Degrees of Understanding, Knowledge, Experience
6. Understanding and Giving Spoken and Written Messages
7. Giving Instructions, Directions, Orders
8. Understanding and Giving Warnings
9. Describing Similarities
10. Describing Differences
11. Stating Whether or Not One Remembers

Course 403

1. Describing Duration of Activities
2. Reporting Presence or Absence of Things or People
3. Expressing Ability and Inability
4. Expressing General or Specific Limitations
5. Reporting and Asking About Changes
6. Expressing Degrees of Similarity and Difference
7. Expressing Personal Needs
8. Describing Personal Experiences
9. Speculating and Stating Assumptions
10. Expressing Wishes or Desires
11. Understanding and Making Appointments

INTERMEDIATE ESL

Courses 501-703

Overview

Intermediate level ESL courses are intended to help learners who already have basic or serviceable English to become fluent and accurate users of English.

Intermediate learners have either studied or acquired a fair amount of English, but often feel -- and rightly so -- that they cannot use it correctly, easily or automatically. In these courses, the students will become able to use their improved language skills for a greater number of purposes and in an expanding variety of situations. Generally, after the intermediate level, learners should be able to:

- Conduct day-to-day personal and business transactions in English, that is, using the telephone; placing a catalog order; paying bills; reporting work completed on the job; etc.
- Understand most of what they hear and read in English.
- Use English to express their feelings, reasons, thoughts, goals, and knowledge.

Instruction in Intermediate ESL emphasizes expanded practical listening, speaking, reading and writing skills. Grammatical structures will be taught in the context of how they are used in normal communication. Learners will use and respond to situationally bound language. In class, students will hear and repeat spoken English, practice in controlled and semi-controlled situations, and speak in their own words using what they have learned. Reading materials will include excerpts and entire "passages" the learner would encounter or bring in from outside of class, such as the newspaper, bills and public notices. Writing activities will be used to reinforce previous learning and to monitor grammatical structure learning.

All activities should help to equip learners for out-of-class competence. In fact, out-of-class contact activities for listening, speaking, reading, and writing should be utilized by the instructors in their classroom activities.

The goal will be learners who have demonstrated their confidence and ability to use English in a variety of the roles they fulfill in their lives, such as worker, consumer, patient, motorist, and tenant.

INTERMEDIATE ESL

Courses 501-502-503

Functional English Proficiency:

In Intermediate ESL 501-503, learners progress from general but limited conversational ability with highly variable accuracy to better comprehension and production in English.

These learners will become able to understand 80% of conversations on familiar topics with known purposes, but less than 50% of novel conversations. They will become aware of when they make errors but still lack adequate knowledge and skills for consistent self-correction. These learners use English purposefully in parts of their lives with moderate success despite their deficiency in use of standard forms of English.

General Course Objectives:

In 501, learners will:

1. use basic sentence structures with 60% accuracy.
2. be introduced to structures such as "present perfect", "would + verb".
3. practice the above in context.
4. be introduced to more complex communication situations.

In 502, learners will:

1. express all types of time activities with greater structural accuracy and range of expression.
2. produce and understand complex and embedded sentences.
3. concentrate on language for social interaction.

In 503, learners will:

1. work on their grammatical accuracy and specific vocabulary needs.
2. re-learn previously taught grammatical structures and practice them in tasks assigned for out-of-class activities.

INTERMEDIATE ESL

Courses 501-502-503

Communication Objectives

Course 501

1. Greeting and Taking Leave
2. Introducing Oneself and Others
3. Ordering Things (In a Store, Restaurant, etc.)
4. Asking for Someone and Leaving Messages
5. Clarifying and Explaining
6. Complaining (About Objects)
7. Describing Habitual Activities (Past and Present)
8. Asking for and Reporting Directions (Location)
9. Understanding and Giving Instructions
10. Arranging a Meeting or Appointment
11. Expressing Appreciation

Course 502

1. Offering and Requesting Assistance
2. Suggesting a Course of Action (Including the Speaker)
3. Discussing Future Events and Activities
4. Indicating and Describing Misunderstandings
5. Agree on a Course of Action
6. Comparing and Contrasting People, Things and Activities
7. Describing Concurrent Events and Activities (Present)
8. Asking for, Giving and Denying Permission
9. Describing Concurrent Events and Activities (Past)
10. Giving and Acknowledging Compliments
11. Closing a Conversation

Course 503

1. Reporting and Asking About News (Good or Bad)
2. Expressing Concern and Pleasure
3. Indicating Whether or Not One Remembers Something
4. Asking about People's Whereabouts and Activities
5. Stating Positive and Negative Assumptions
6. Describing Jobs, Work Activities, Workplaces
7. Describing Knowledge, Skills, Interests
8. Expressing Ability and Inability (Past)
9. Reporting, Comparing and Estimating Quantities
10. Making, Granting and Refusing Requests
11. Making, Accepting and Declining Invitations

INTERMEDIATE ESL

Courses 601-602-603

Functional Proficiency Level:

In Intermediate ESL 601-603, learners with difficulty understanding unfamiliar spoken English will expand their ability to understand and use commonly occuring fixed expressions, vocabulary and sentence patterns. They possess consistent knowledge of most basic grammatical structures and often self-correct errors with those basic forms. Learners at this sub-level will read functionally important print material with a fair degree of competency. They also begin to write short grammatical and logical paragraphs in English.

General Course Objectives:

In 601, learners will:

1. acquire vocabulary and structures that will enable them to use additional functions, e.g. persuasion and reporting.
2. acquire fluent ability in using standard English to describe things and activities; ask others to do things; give reasons and execuses; and use English in other informational and social contexts.

In 602, learners will:

1. acquire specific commonly used phrases for expressing emotions and thoughts.
2. acquire more accurate (grammatical) ways of using modals, past tenses, and prepositions of location.
3. utilize feedback from in-class experiences and out-of-class experiences.

In 603, learners will:

1. use more specific language in expressing thoughts, attitudes and emotions.
2. practice the above in real-life situations.
3. practice narrative writing.

INTERMEDIATE ESL

Courses 601-602-603

Communication Objectives

Course 601

1. Getting Someone's Attention
2. Asking About and Reporting Existence or Presence
3. Asking for Further Information
4. Identifying and Describing People
5. Describing Things
6. Describing Beginnings and Endings of Activities
7. Reporting What Someone Said
8. Confirming or Denying What Was Said
9. Asking for and Giving Reasons and Excuses
10. Asking Others to Do Something
11. Warning Others about Possible Consequences

Course 602

1. Describing Locations, Positions, Distances
2. Understanding and Describing Quantities
3. Stating a Logical Conclusion
4. Expressing Certainty or Uncertainty
5. Approving or Objecting
6. Describing Related Actions or Events (Past)
7. Asking about and Declaring Intentions
8. Reminding Someone of Something
9. Persuading Someone to Do Something
10. Promising to Do Something

Course 603

1. Initiating Topics of Conversation
2. Describing Ongoing Activities
3. Describing Conditions for Actions or Events
4. Making Indirect Requests (for Action)
5. Making Indirect Requests (for Information)
6. Expressing Unfulfilled Wishes and Desires
7. Expressing Fear or Worry, and Consoling
8. Offering and Requesting
9. Recommending a Course of Action
10. Expressing Affection, Admiration, Trust

INTERMEDIATE ESL

Courses 701-702-703

Functional English Proficiency:

In Intermediate ESL 701-703, learners with the ability to use most of the basic structures of English in semi-controlled and controlled practice activities will acquire competence in using what they know for a greater number of communicative purposes and with greater accuracy. Learners at this level use English which is free of gross errors but they lack adequate means of expressing such notions as simultaneousness, cause and effect, and degree. They will be able to read most popular non-technical materials given plenty of time and a dictionary, and they will begin to have a good grasp of work-related materials.

General Course Objectives:

In 701, learners will:

1. acquire grammatical structures for accurately expressing causal, conditional, and speculative notions.
2. focus their oral activities on interpersonal and logical expression skills.
3. comprehend readings stressing quantities and physical descriptions.

In 702, learners will:

1. use and recombine already studied structures in oral communication situations selected by class and instructor.
2. enhance their writing skills by developing short grammar exercises.
3. work on reading skills by reading prose selections and functional reading passages.

In 703, learners will:

1. improve their ability to read work-related and general reading materials through regular instruction in class.
2. be able to monitor their own and other learners' speech and grammar exercises for errors.
3. improve communicative ability in general discussions.
4. develop skills for using an English-English dictionary.

INTERMEDIATE ESL

Courses 701-702-703

Communication Objectives

Course 701

1. Socializing (When Meeting People)
2. Describing Former Friends or Conditions
3. Complaining (Displeasure or Dislike)
4. Reporting What People Said, Heard, Saw
6. Expressing Indifference or Interest
7. Asking about and Describing the Value of Something
8. Making a Suggestion
9. Reporting Decisions
10. Asking for and Giving Explanations

Course 702

1. Apologizing and Forgiving
2. Reporting the Parts of Events and Actions
3. Expressing Regret or Satisfaction
4. Expressing Hope or Anticipation
5. Describing Options or Alternatives
6. Reporting Thoughts and Feelings
7. Reporting What Was Done
8. Describing and Reporting Causes
9. Encouraging and Sympathizing
10. Expressing Acceptance

Course 703

1. Understanding Praise and Criticism
2. Expressing Confusion or Clarity
3. Confirming or Clarifying Information
4. Emphasizing and De-emphasizing Certain THings
5. Stating a Strong Preference
6. Describing Regularities and Exceptions
7. Narrating Events
8. Predicting Events or States
9. Understanding and Stating the Main Idea
10. Summarizing, Concluding, and Closing

PRE-ADVANCED ESL

Courses 801-803

Overview

Pre-Advanced ESL courses are offered for learners who are generally successful and confident in using English, but who desire greater control over vocabulary, grammar and pronunciation (sound system), better listening, reading, conversation and writing skills, and more efficient and appropriate use of English and American non-verbal communication in many situations. Their varying needs will affect the actual course content, yet Pre-Advanced ESL courses will enable successful learners to:

- Speak more accurately and fluently on a wide variety of topics.
- Efficiently extract key information and meaning from written and spoken messages.
- Apply their language skills to meet personal and job-related goals, such as preparation for vocational/technical training and job advancement or upgrading.
- Express their experiences and needs in writing such as in personal letters, job-related memos and forms, and merchandise orders and complaints.

Although Pre-Advanced ESL courses may in part help prepare learners for academic or professional needs, they are not intended to provide advanced pre-academic ESL, such as is offered at the other City Colleges of Chicago and other institutions.

Instruction in Pre-Advanced ESL has several emphases: 1) conversation, 2) applied life skills, 3) reading and listening comprehension, 4) grammar review, 5) writing and composition, 6) vocabulary expansion, 7) pronunciation improvement. Learners will participate in the selection of class conversation topics, life skills areas, and reading passages. Strategies for opening, changing, continuing and closing conversations will be taught. Attention to purposes of communication, cues to meaning, main ideas, and specific information will constitute much of the reading and listening comprehension emphases. Grammar review will include error diagnosis, correction, and controlled writing. Pronunciation and vocabulary improvement (including idioms) should be integrated into every lesson where appropriate.

As needed by the learners, information about identifying and using community resources, such as libraries, interest groups, recreational facilities, school and civic organizations, and newspapers, will be presented and discussed. Classroom activities may include outside visitors, student reports, individualized reading (with teacher feedback), and problem-solving.

The goal of Pre-Advanced ESL will be learners who are generally self-sufficient and confident in using English in their lives in the English-speaking community.

PRE-ADVANCED ESL

Courses 801-802-803

Functional English Proficiency:

In Pre-Advanced ESL 801-803, learners who are generally successful and confident in using English will progress to being efficient and accurate users of English in everyday work, business, commercial and personal situations. Learners at this level will be able to communicate in English in person, by telephone and in writing with few or no major structural or pronunciation errors, although minor errors, obvious accents, misspelling, and unclear rhetoric may persist. Learners will progress so far as to have virtually no serious difficulty understanding oral English spoken to them.

General Course Objectives:

In 801, learners will:

1. review essential skills such as:
    a. opening conversations.
    b. all basic structural transformations.
    c. writing memos and notes.
    d. use of determiners and modifiers of nouns.
2. be able to apply the above, as well as reading and listening skills, to life situations (ex. understanding job announcements).

In 802, learners will:

1. express opinions, facts or uncertainty.
2. be able to use acceptable sequences of tenses in reported speech. (Ex. She said she had gone.)
3. control adjective and noun clause usage.
4. write narratives and descriptions.
5. have an opportunity to use all the above language in assigned tasks in class and outside of class.

In 803, learners will:

1. acquire and review such skills as comparing, contrasting, and agreeing in conversations.
2. control the conditional tenses and the passive voice.
3. understand cause and effect in written passages.
4. be provided with ample opportunity for application of previously acquired listening, speaking, reading, and writing skills through high level class discussions with outside experts or on field trips.

Note: This ESL level is not intended to prepare learners for regular college instruction in English nor for achieving beyond 450 on the Test of English as a Foreign Language (TOEFL). This level may be viewed as a general purpose review or refresher course for non-native speakers of English in the Chicago community.

PRE-ADVANCED ESL

Courses 801-802-803

Objectives

Course 801

1. Opening a Conversation
2. Clarifying a Point (Conversation)
3. Understanding Job Announcements
4. Getting Something Repaired or Exchanged
5. Understanding Vocabulary in Context
6. Identifying the Main Idea
7. Identifying the Relationship Between Speakers
8. Writing Memos, Notes and Orders
9. Grammar Review: Basic Transformations
10. Grammar Review: Present and Future Tenses
11. Grammar Review: Determiners and Modifiers of Nouns

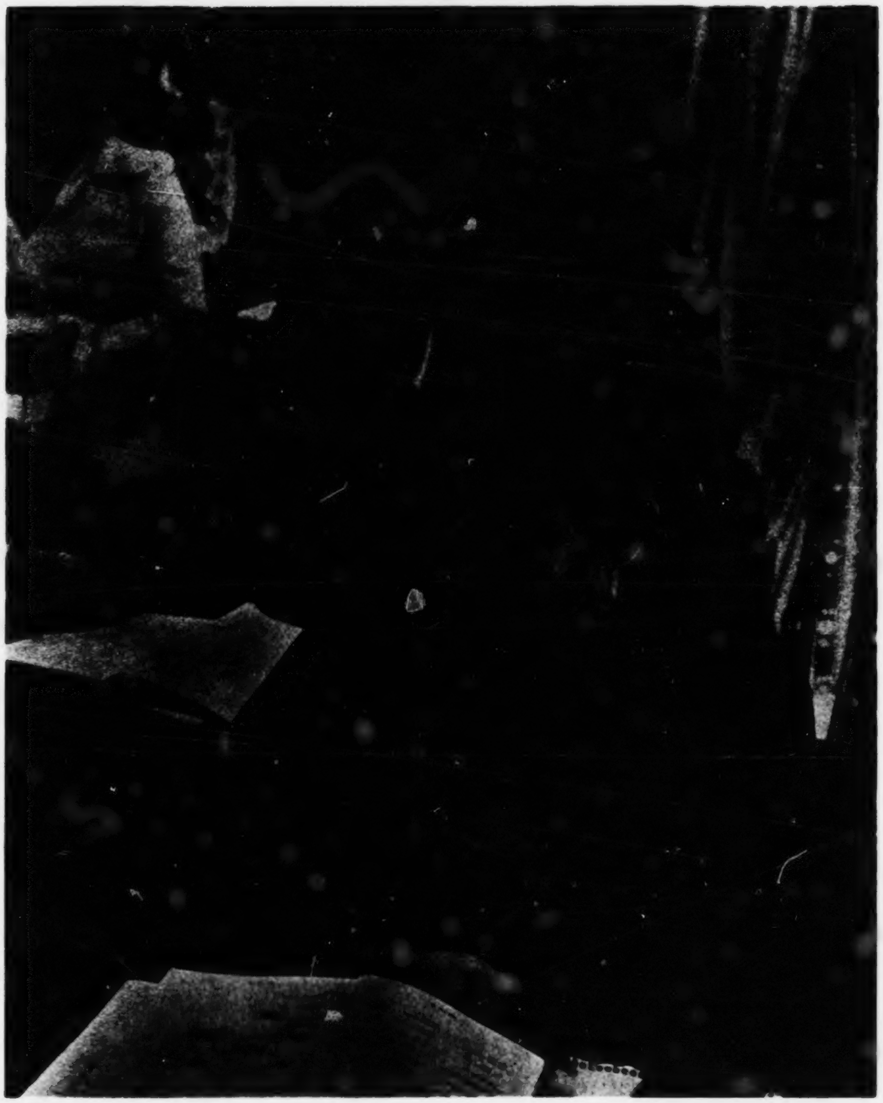
Course 802

1. Adding or Relating Two or More Ideas (Conversation)
2. Expressing Opinion, Fact, or Uncertainty
3. Performing on a Job Interview
4. Understanding Checks, Bills and Contracts
5. Understanding Reference (Between Sentences)
6. Identifying Specific Information
7. Distinguishing among Offers, Requests and Suggestions
8. Writing Narratives and Descriptions
9. Grammar Review: Past Tenses
10. Grammar Review: Adjective and Noun Clauses
11. Grammar Review: Reported Speech

Course 803

1. Comparing, Contrasting, Agreeing, Objecting (Conversation)
2. Summarizing or Closing a Conversation
3. Discussing Community Resources
4. Learning about Employment Conditions
5. Predicting Content and Inferring Meanings
6. Identifying Purpose and Audience
7. Improving Listening and Pronunciation
8. Expressing Cause and Effect(Argument)
9. Grammar Review: Conditional Tenses
10. Grammar Review: Passive Voice
11. Grammar Review: Adverbial Clauses

BEGINNING ESL



Courses 201–403

BEGINNING ESL

Courses 201-202-203

Communication Objectives

Course 201

1. Introducing and Identifying Oneself (Name, Country)
2. Introducing and Identifying Oneself (Personal Information)
3. Greeting and Saying Goodbye
4. Introducing and Identifying Others (Name, Relationship)
5. Introducing and Identifying Others (Nationality, Language)
6. Describing One's Family
7. Following Classroom Instructions (Part I)
8. Identifying Classroom Objects
9. Following Classroom Instructions (Part II)
10. Understanding and Giving Simple Commands
11. Using Numbers 1-100
12. Identifying and Counting Money
13. Asking for Emergency Assistance
14. Spelling Words Aloud
15. Expressing Understanding and Not Understanding

Course 202

1. Using Simple Time Expressions (Hours, Time)
2. Using Simple Time Expressions (Days, Months, Dates)
3. Describing Daily Routines
4. Asking for Repetition or Clarification
5. Identifying Food
6. Expressing Likes and Dislikes
7. Describing Things
8. Identifying Clothing
9. Asking for Things
10. Describing Locations
11. Describing One's Physical or Emotional State

Course 203

1. Asking for and Giving Personal Information
2. Asking Someone to Do Something
3. Stating One's Intent, Purpose, or Desire
4. Insisting
5. Asking for Information
6. Understanding Directions to a Place
7. Agreeing and Disagreeing
8. Understanding and Describing Time Schedules
9. Describing Present Activities
10. Getting Someone's Attention and Asking for Assistance
11. Apologizing and Excusing Oneself

Course Number 201
Communication Objective 1

INTRODUCING AND IDENTIFYING ONESELF (Name, Country)

SAMPLE LIFE SITUATIONS

- ** A refugee gives personal information to a social service agency worker
- ** A patient identifies himself to a doctor at a public clinic.
- ** A new student introduces herself to the class.
- ** Strangers introduce themselves at a party.

TARGET SENTENCE PATTERNS

My (first/last) name is Sergio.
I'm Mr. (1) Mendoza.
I'm from Chile (2).
Yes, I am./No, I'm not.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What is your name?	John Smith.
What's your name?	My name is Clara.
Who are you?	I'm Mr. Johnson.
Where are you from?	Japan.
	I am from Canada.
	I'm from Mexico.
Are you from France?	Yes, I am.

Reading and writing

NAME: Mark Smith

LAST: SMITH

FIRST: MARK

VOCABULARY

name
last
first
country

(1) TITLES
Dr. Mr. Mrs. Ms. Miss

(2) NAMES OF COUNTRIES OF LEARNERS IN THE CLASS

Ex. Brazil
Cambodia
Ethiopia
etc.
France
Guatemala
Haiti
Korea
Laos
Mexico
Poland
Russia
Vietnam

WRITTEN VOCABULARY
(capital letters, as used in forms)

NAME
FIRST
LAST
MR.
MRS.
DR.
MS.
MISS

GRAMMAR STRUCTURES

WH-QUESTIONS WORDS
BE-PRESENT TENSE
SUBJECT PRONOUNS: I, YOU
POSSESSIVE ADJECTIVE: MY

Students should give personal information and ask it of others. *** In courses 201-203, vocabulary is first taught for listening and speaking. Next, reading (word recognition of vocabulary items) should be taught. The Training Specialist then decides whether learners need to write them.

CLASSROOM NOTES

Course Number 201
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.
b. Question-answer drill.
c. Dialogue.
d. Interview.
e. Monologue:
  four sentences about personal information.
  Ex. My name is _______.
  My first name is ______.
  My last name is ______.
  I am from ______.
f. Problem-solving:
  By asking each other questions, have learners line themselves up according to the alphabetical order of their first/last names, or countries of origin.

Reading and Writing:

a. Fill-in: forms.
b. Cloze.
c. Dictation: based on Monologue.
d. Dialogue fill-in.

Course Number 201
Communication Objective 2

INTRODUCING AND IDENTIFYING ONESELF (Personal Information)

SAMPLE LIFE SITUATIONS

** A learner registers for ESL classes at a local college or community center.
** Friends exchange phone numbers on a bus.
** An immigrant gives personal information to a clerk at the immigration office.
** A worker applies for a new job at another factory.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I'm Jean Block.	Nice to meet you.
My name is Mrs. Block.	Happy to meet you.
What is your address?	3309 S. May St.
What's your address?	My address is 821 W. Adams.
Tell me your phone number.	555-1776.
What's your phone number?	My number is 555-1492.

Reading and writing

ADDRESS	STREET	(Student's own address)
CITY	CHICAGO	
STATE	ILLINOIS	
TELEPHONE		
		(Student's own phone number)

TARGET SENTENCE PATTERNS

My address (1) is 1424 N. May.

Nice (2) to meet you.

VOCABULARY

Chicago
Illinois
local streets
learner's street

(1) PERSONAL INFORMATION

telephone number
social security number
public aid number
address
city
zip codes

(2) ADJECTIVES (GREETINGS)

nice good pleased happy

WRITTEN VOCABULARY

(capital letters, as used in forms)

TELEPHONE NUMBER
SOCIAL SECURITY NUMBER
ZIP CODE
CITY
STATE
ADDRESS
STREET

ABBREVIATIONS

SOC.SEC.# TEL. N. E.
S.S.N. IL S. W.
NO. ST.

GRAMMAR STRUCTURES

POSSESSIVE ADJECTIVE: MY, YOUR

IMPERATIVE VERB FORM (Ex. "Tell me")

BE-PRESENT TENSE: IS

SUBJECT + BE + COMPLEMENT

Limit imperative to "Tell me" or, if students have information cards, "Show me". Students should complete forms, using standard abbreviations. *** Learners should master only the information of personal importance. *** If learners have difficulty memorizing personal information, Training Specialists should only request learners to identify the information on their forms or information cards and be able to copy it.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Question-answer drill.

b. Short dialogue.

c. Interview:
    1. Students introduce and greet each other.
    2. Pair ask for each other's ID or social security number.

d. Role play: an interview situation.

Reading and Writing:

a. Fill-in: forms

b. Cloze: sentences.

c. Pairs read off ID numbers to each other.

d. Jigsaw dialogue.

e. Dictation.

f. Learner writes his return address on envelopes.

Course Number 201
Communication Objective 2

Course Number 201
Communication Objective 3

GREETING AND SAYING GOODBYE

SAMPLE LIFE SITUATIONS

- ** Learners greet each other before class and say goodbye after class.
- ** Workers say good-bye to each other upon leaving work.
- ** A regular customer and a clerk greet each other at a grocery store.
- ** Friends greet each other on the street.

TARGET SENTENCE PATTERNS

Good morning (1).
Fine, thank/you/thanks.
He's/She's fine.
See you later (2).
Hi/Hello/Good-bye.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How are you doing?	Hi/Hello/Good morning.
How's everything?	How are you?
	Fine, thank you.
	Fine, thanks.
	O.K.
How's your wife/husband?	She's/He's fine.
Take it easy.	Goodbye./Good night./Bye-bye.
	See you later.

VOCABULARY

husband
wife
friend
good
fine
O.K.
hi
hello
good-bye

(1) TIMES OF DAY (greetings)

morning
afternoon
evening
night

(2) FUTURE TIMES

tomorrow, (next) Monday etc.

ABBREVIATIONS (written)

A.M.
P.M.

GRAMMAR STRUCTURES

HOW + BE QUESTIONS
(Ex. "How is she?")

BE: PRESENT TENSE

SUBJECT PRONOUN: HE, SHE, I, YOU

BE + COMPLEMENT

☞ Suggest "friend" or "neighbor" for situation when mention of family members may be uncomfortable or inappropriate, e.g., a refugee separated from his/her family.

CLASSROOM NOTES

Course Number 201
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue:
    1. Students memorize.
    2. Students ask each other.

b. Repetition.

c. Substitution drill.

Ex. TS: She's fine.
O.K.
CL: She's O.K.
TS: He
etc.

d. Directed response drill.

e. Interview: in and out of class.

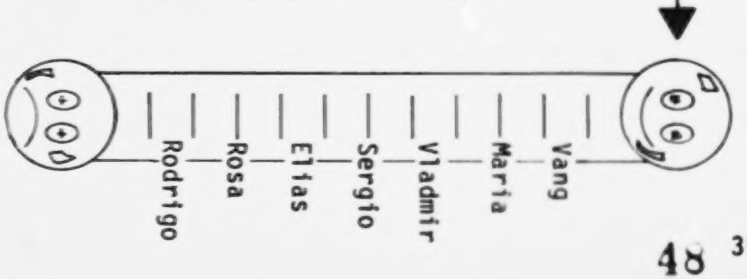
f. Role play.

Reading and Writing:

a. Focused reading: flash cards.

b. Read dialogue.

c. Game:
On a large sheet of paper, TS draws a large thermometer with a "happy"/"sad" face at either end. Learners write their names high or low along the thermometer depending upon how they feel.



Course Number 201
Communication Objective 4

INTRODUCING AND IDENTIFYING OTHERS (Name, Relationship)

SAMPLE LIFE SITUATIONS

** A refugee family and their sponsor get to know each other at the airport.
** A teenager introduces a teacher to her parents at a school meeting.
** A co-worker introduces a new employee to other workers at a factory.
** A person introduces self and family to new neighbors in the apartment building.

TARGET SENTENCE PATTERNS

Who's that/your friend?
Her/his name is _______.
This/That is Soka/my sister(1).

Nice to meet you (too).

Excuse me.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Excuse me.
	Who's that?
	Who's your friend?
I want you to meet Soka.	This is Soka.
Who is her friend?	That is her friend.
Who's your friend?	This is my friend.
	This is my sister.
	Her name is Gladys.
	Nice to meet you.
	Nice to meet you, too.

VOCABULARY

neighbor
friend
who
meet
excuse

(1) FAMILY RELATIONSHIPS

mother
father
grandmother
grandfather
husband
mother-in-law
father-in-law
wife
son
daughter
sister
brother
aunt
uncle
cousin

WRITTEN VOCABULARY
(capital letters, as used in forms)

MOTHER
FATHER
CHILDREN
DEPENDENTS

GRAMMAR STRUCTURES

POSSESSIVE ADJECTIVE: HIS, HER, YOUR

DEMONSTRATIVES: THIS, THAT

This objective may be presented before and with 201-1, and 201-3, Greeting and Saying Good-bye. *** By positioning objects and people near or far from the speaker, the TS can make the difference between THIS and THAT clear to the learners. *** Flash cards of the pronouns and possessives can help cue learners to use the correct forms in classroom practice.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Actual introductions.

b. Discuss pictures of students' families.

c. Groups designate who is who in a picture. Other groups ask "Who's that?"

d. Monologue:
four sentences on a family member.

e. Situational dialogue.
Ex. A: Excuse me. Who's your friend?
B: This is my brother.
A: Nice to meet you.

Reading and Writing:

a. Each student writes name tag, reads neighbors'.

b. Read dialogue.

c. Cloze.

d. Language experience story.

Course Number 201
Communication Objective 4

INTRODUCING AND IDENTIFYING OTHERS (Nationality, Language)

SAMPLE LIFE SITUATIONS

** A teacher introduces a new student to the class.
** A sponsor introduces a refugee family to the church congregation.
** A worker tells supervisor about other immigrant workers.
** Learners chat about each other at an international party.

TARGET SENTENCE PATTERNS

I'm/She's/They're from Haiti.
I/She speak(s) Vietnamese (1).
Yes. I am/He is.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Where is he from?	He's from Canada.
Is he from Cuba?	No, he's from Canada.
	She's from Canada, too.
What language does he speak?	He speaks Spanish.
	She speaks Tagalog.
What's your native language?	Vietnamese.

VOCABULARY

language
speak
too

(1) NAMES OF LANGUAGES FOR LEARNERS IN THE CLASS

Ex. Creole
French
Greek
H'mong
Khmer
Korean
Laotian
Polish
Russian
Spanish
Urdu
Vietnamese

WRITTEN VOCABULARY

(capital letters, as used in forms)

LANGUAGE
COUNTRY

GRAMMAR STRUCTURES

SUBJECT PRONOUNS: HE, SHE, THEY

REGULAR VERB FORM: "-s"

BE + FROM (idiom)

BE: CONTRACTIONS (Ex. "he's")

This objective extends 201-1 ("I'm from ....") to 3rd-person subjects ("He's from ...," "She's from ...") *** Each learner should master vocabulary and structures which are personally important. Each learner must be able to understand and say his/her own country and language in English.

CLASSROOM NOTES

Course Number 201
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   identify learners and language they speak.

b. Question-answer drill:
   Ask about learners in the class.
   TS: Where is Moua from?
   (class answers)
   TS: What language does he speak?
   (class answers)

c. Vocabulary expansion:
   countries, nationalities, language chart.

d. Transformation drill:
   change of name of country to language.
   Ex. Laos--Laotian

e. Interview:
   students ask each other questions.

f. Role play: an interview situation.

g. Problem-solving:
   Give learners list of countries of class members.
   Learners have 10 minutes to get classmates' names/signatures on their copy of the list. Winner has the most signatures.

Reading and writing:

a. Fill-in: personal information on forms.

b. Language experience story.

BEGINNING ESL

Course Number 201
Communication Objective 6

DESCRIBING ONE'S FAMILY

SAMPLE LIFE SITUATIONS

** Co-workers discuss their families during break.
** A mother contacts a baby-sitter by telephone.
** An immigrant gives information to a social service agency worker.
** An applicant is interviewed for a job.

TARGET SENTENCE PATTERNS

I have 4 brothers (1).
I am/He/She is 11 years old.
There are 5 people in my family.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How many people are there in your family?	5 people. I have 5 in my family. How many?
Who are they? What are their names?	My wife, my son, my 2 daughters and my mother-in-law.
Do you have any brothers?	Yes, I have 2 brothers. How old?
How many children do you have?	Four.
How old are they?	Marco is 12 and Juan is nine. Tom is 3 years old and Mai is 7 years old.

VOCABULARY

family
people
relatives
age
years
old

(1) FAMILY RELATIONSHIPS

sister
child (children)
son
daughter
cousin
aunt
uncle
niece
nephew

NUMBERS
one through one hundred

WRITTEN VOCABULARY

(capital letters, as used in forms)

AGE
DEPENDENTS
CHILDREN
NO.

GRAMMAR STRUCTURES

PLURAL NOUNS

HAVE: PRESENT TENSE (have, has)

HOW QUESTION: HOW MANY, HOW OLD

CONJUNCTION: AND

Some learners (especially Indochinese refugees) may have recently lost members of their family and feel reluctant to talk about them. ***Learners from different cultures may have different family structures (Ex. an uncle's son could be called "brother," multiple wives may be common) or different ways of talking about relatives. (Ex. a special word for mother-in-law or father-in-law: Spanish--suegra/suegro.) *** Refer to 201-4 for additional vocabulary of family relationships. Teach numbers as needed to indicate age of family members.

CLASSROOM NOTES

Course Number 201
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   discuss picture showing family relationships.

b. Question-answer drill.

c. Repetition: drill

d. Conversation circle: compare families.

e. Substitution table.

f. Situational dialogue.

g. Monologue:
   five sentences about learners' families.

Reading and Writing:

a. Fill-in: forms.

b. Dictation: numbers.

c. Cloze.

d. Dialogue: fill-in.

Course Number 201
Communication Objective 7

FOLLOWING CLASSROOM INSTRUCTIONS (Part 1)

SAMPLE LIFE SITUATIONS

** Learners follow instructions for whole group activities.
** Learners follow instructions for paired activities.
** Learners follow instructions related to filling out school registration forms.
** An applicant follows instructions related to filling out job application forms.

TARGET SENTENCE PATTERNS

Repeat.
Look at your book (1)
Give me/her/him the/a card (1).
Go to the door (2).

SAMPLE LANGUAGE

Listening only

Repeat.
Listen.
Read.
Write.
Copy.
Circle.
Underline.
Ask.
Answer.
Go.
Come.
Stop.
Continue.
Turn to page 17.
Look at number 1.
Circle number 6.
Give me the card.
Go to the door.
Practice witn Sylvia.
Pick up the book.

Practice.
Turn on/off.
Pick up.
Put down.

Stand up.
Sit down.
Open.
Close.
SHow me.

Listening and speaking

(see note)
Give me a book.
Put on your coat.
Take off your coat.

VOCABULARY

walk
take
wait
erase
wipe

look at
watch
point
next

(1) CLASSROOM ITEMS

pen
pencil

chalk
eraser

notebook
lesson

(2) CLASSROOM LOCATIONS

window
board
desk

front of the room
back of the room

WRITTEN VOCABULARY
(capital letters, as used in signs)

STOP
WALK
DON'T WALK
DO NOT SMOKE
DO NOT OPEN
DO NOT ENTER

EXIT (ONLY)
EMERGENCY EXIT
ENTRANCE
NO SMOKING
NO EXIT
NO ENTRANCE

GRAMMAR STRUCTURES

IMPERATIVES

TWO-WORD VERBS

OBJECTIVE PRONOUNS: ME, HER, HIM

Students should be encouraged to say those commands they remember, but only voluntarily. *** In this lesson two-word verbs should not be split by object or pronoun: "Put down the book" ---not "Put it down." See 201-9 ("Instructions - Part 2"). *** Training Specialist should add or choose instructions that are regularly used in the class.

CLASSROOM NOTES

Course Number 201
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence:
   1. Training Specialist commands the class through daily activities.
      Ex. TS: Stand up.
      (Class follows.)
      TS: Go to the blackboard.
      etc.
   2. Students give each other commands.

b. Situational dialogue.

c. Vocabulary drill: learners say opposite.
   Ex. TS: Turn on.
   CL: Turn off.
   TS: Stand up.
   CL: Sit down.
   etc.

d. Game: "Simon says."

Reading and Writing:

a. Read sight word cards with selected commands.

b. Strip story: variation with read-and-change. From a jumbled list of commands on the blackboard, learners, in groups, write sentences. (Ex. Stand up. She stands up.) Then, the groups rearrange the sentences into logical "stories" for reinforcement of oral lesson activities.

IDENTIFYING CLASSROOM OBJECTS

SAMPLE LIFE SITUATIONS

- ** Learners give oral inventory of objects in the classroom.
- ** Parents and children discuss names of classroom items in English and their native language.
- ** Parents make a list of supplies their children will need for the new school year.
- ** Learners visit a nearby store to buy school supplies.

TARGET SENTENCE PATTERNS

Here/There it is.
That is/That's a book(1).
It is/It's a book (1).
They're books(1).
What's that/this?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Show me the door.	(Learners point to the door.)
Where is the door?	There it is.
Where's the book?	Here it is.
What is this?	It is a pen.
What's that?	It's a coat.
	What is that?
Tell me what you see here.	A book, a pen and a clock.
	I see 2 chairs.
What are those?	They're books.

VOCABULARY

this
that

here
there

(1) CLASSROOM OBJECTS

pen
pencil
book
notebook
card
(book) shelf

desk
table
chair
door
(sheet of) paper

window
clock
hat
coat

(Optional) MATERIALS

wood
glass
metal
plastic

(See Note below.)

GRAMMAR STRUCTURES

ARTICLES: DEFINITE (the) and INDEFINITE (a/an)

DEMONSTRATIVES: THIS, THAT

SUBJECT PRONOUN

CONJUNCTION: AND

Present most vocabulary words for sight word reading. *** Model and encourage appropriate intonation for listing items. (Ex. "A book, a pen, a notebook, and an eraser.") *** Introduce plurals with "s" for first time. Do not expect mastery of the plural "s". *** In multi-level classes, present this objective along with 401-2, Describing What Things Are Made Of or Used For.

CLASSROOM NOTES

Course Number 201
Communication Objective 8

SUGGESTED STRATEGIES

Listening and speaking:

a. Repetition.

b. Substitution drill.

c. Question-answer drill: identification

d. Vocabulary drill;
   1. Learners call out name of pictured item.
   2. Learners match picture to flash card.

e. Oral listing of objects with "I see..."

f. Problem-solving:
   Groups have ten minutes to fill-in grids with the names of classroom objects. The category headings are "what they are made of".

Ex.

Wood	Glass
chair	lights
desk	

g. Games:
   picture/word cards for Bingo, Concentration.

Reading and writing:

a. Sight word reading.

b. Dictation: short sentences.

Course Number 201
Communication Objective 9

FOLLOWING CLASSROOM INSTRUCTIONS (Part 2)

SAMPLE LIFE SITUATIONS

** A teacher orients learners to classroom routines.
** Learners give one another commands that can be acted out in the classroom.
** A worker follows instructions on the job.
** Parents discuss with other parents how they put their children to bed at night.

TARGET SENTENCE PATTERNS

Turn the light (1) off/on.

Put your coat (2) on.

Take your coat (2) off.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Turn the light off. Take your coat off.	As volunteered by learners.
Pick up the book.	
Put down the book.	
There is a book.	
Pick it up.	
Put an X under the number.	
Circle the number.	
Underline the number.	
Point to the number.	

VOCABULARY

off
on
under
above
over

(1) ELECTRICAL OBJECTS IN THE CLASSROOM

fan projector lights
air conditioner tape recorder

(2) CLOTHING

hat boots jacket
gloves sweater

WRITTEN VOCABULARY (printed)

ON
OFF
UP
DOWN

GRAMMAR STRUCTURES

TWO-WORD VERBS
(Ex. "Turn off.")

PREPOSITIONS
(Ex. "under")

With this second objective on two-word verbs (See 201-7), begin to present for listening (and speaking if learners volunteer) objects between the two verb parts.

Ex. Pick up the book.
Pick the book up.
Pick it up.

The pronoun "it" should be used only after a specific object has been named.

CLASSROOM NOTES

Course Number 201
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence:
   1. Training Specialist commands learners.
   2. Learners create sequences of 4-5 commands to give other learners.

b. Vocabulary expansion: concrete objects.

c. Vocabulary drill:
   1. Flash cards.
   2. Learners say opposite.
      Ex. TS: Turn the light off.
      CL: Turn the light on.
      TS. Take off your coat.
      CL: Put on your coat.

d. Transformation drill:
   Ex. TS: Jose, ask Maria to open the door.
   L: Maria, open the door please.

e. Game: "Simon says."

Reading and Writing:

a. Copying commands.

b. Strip story.

c. Game: "Treasure Hunt."
   Divide the class into three groups. Write action "clues" on pieces of paper, and have learners find the hidden "treasure" (classroom objects). The group that finds the most objects wins.

Course Number 201
Communication Objective 10

UNDERSTANDING AND GIVING SIMPLE COMMANDS

SAMPLE LIFE SITUATIONS

- ** A supervisor gives directions to a worker in his department.
- ** A client follows directions and signs in a public aid office.
- ** A receptionist gives directions to a client at a neighborhood clinic.
- ** A doctor or nurse instructs a patient during a medical examination.

TARGET SENTENCE PATTERNS

Stand up (1) please.
Please go to the door (2).
Write your name/the number.
Give the chalk to José.

SAMPLE LANGUAGE

Listening only	Listening and Speaking
Would you like to take off your coat?	
Will you come here please?	Come here, please.
Could you bring the form here?	Bring the form here, please.
Will you stand up, please?	
Stand up, please?	Stand up.
Go to the blackboard.	Go to the blackboard.
Write your first name.	Write your name, please.
Give the chalk to Maria.	
Say, "Here."	
Say, "Thank you."	
Sit down.	

VOCABULARY

(1) ACTIONS THAT CAN BE DONE IN CLASS.

stand up
sit down
put down
pick up
give
write
say
repeat
go
walk
come
turn

(2) CLASSROOM LOCATIONS

window
board
front of the room
back of the room
office
desk

WRITTEN VOCABULARY
(capital letters, as used in signs)

STOP
WALK
DON'T WALK
DO NOT ENTER
WAIT

71

GRAMMAR STRUCTURES

IMPERATIVE

While the Training Specialist can use Will you, Would you, Could you, students should master "please" plus the imperative first. Both forms express courteous commands. *** Provide opportunities for comprehension of other common commands and requests, even in forms students cannot yet produce.

CLASSROOM NOTES

Course Number 201
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary drill:
learners observe an action and then name it.

b. Command-action sequence:
1. Training Specialist models the commands.
2. Pairs give sequences of 4-5 commands to each other.

c. Transformation drill:
learners change polite forms into courteous commands.
Ex. TS: Could you open the door?
CL: Open the door, please.

d. Situational dialogue.

Reading and Writing:

a. Command-action sequence:
use flash cards to cue activities.

b. Strip story:
learners order a sequence of commands.

c. Dictation.

USING NUMBERS 1-100

SAMPLE LIFE SITUATIONS

- ** Friends exchange telephone numbers and addresses.
- ** A victim gives her telephone number and address to the 911 emergency assistance operator.
- ** An applicant fills out an application form before the job interview.
- ** A worker leaves a telephone message for his supervisor to call him back.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What is this number? What's this number?	3. It's 15.
Say your telephone number.	6-2-4/ 7-3-0-4. (Six-two-four, seven-three-oh-four).
What is your address?	1200 (twelve hundred) North Ashland Avenue.
What's your zip code?	Six-oh-six-two-two.
Could you say that again please?	Six-oh-six-two-two.
How many pencils are there?	Five.

TARGET SENTENCE PATTERNS

My phone number (1) is 777-7777.
It's 777-7777.

VOCABULARY

telephone
telephone book
zip code

avenue
street
address
drive

north
south
east
west

(1) PERSONAL INFORMATION

phone number
social security number

zip code
address

NUMBERS

zero (oh) through one hundred

WRITTEN VOCABULARY

ADDRESS
STREET

CITY
STATE

ZIP CODE
TELEPHONE NUMBER

ABBREVIATIONS

N. S. E. W.
ST. AV. AVE .

GRAMMAR STRUCTURES

WH-QUESTIONS
(Ex. "What's your _____?")

ORDINAL NUMBERS
(Ex. "2nd," "3rd," etc.)

Review and expand on 202-1 Personal Information, numbers. *** Use ordinal numbers for street names only when in student's actual address. (Ex. "26th Street.")***Stress clear communication of information. *** Instructor will decide whether to teach writing of numbers (Ex. "twelve") or not. *** Numbers have been introduced in previous objectives (201-2, 201-6). The TS should be sure that learners can say and understand these numbers in English well.

CLASSROOM NOTES

Course Number 201
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.

b. Focused listening:
   1. Circle the spoken number.
   2. Listen to three numbers and circle the largest number.
   3. Say the next largest number.

c. Transformation drill:
   1. Change an ordinal to a cardinal number.
   2. Change a cardinal to an ordinal number.

d. Question-answer drill:
   Learners respond to questions which generally elicit numbers in the response.
   Ex. What floor do you live on?
   How many children to you have?

e. By asking each other questions, learners should line themselves up according to their ages.

Reading and Writing:

a. Fill-in:
   Write in the next number in a series.

b. Practice adding small sums.

IDENTIFYING AND COUNTING MONEY

SAMPLE LIFE SITUATIONS

** A customer verifies the receipt total and counts the change at a pharmacy or store.
** A passenger drops specified change into the fare box of a CTA bus.
** Friends "chip in" equal amounts of money to buy a birthday gift.
** A customer cashes a check at a bank or currency exchange.

TARGET SENTENCE PATTERNS

Excuse me, this is wrong.
It's a quarter (1).
It is/It's five cents/dollars.
Give me five nickels (1).
How much is it/that/this?

SAMPLE LANGUAGE

Listening only	Listening and speaking
What is this/that?	A dime.
This is a nickel.	It is five cents.
How much is this?	Five cents.
	Excuse me, this is wrong.
What does it cost?	
What is the price?	How much is it?
It's fourteen sixty-two.	I have seven dollars.
Take/show me 45 cents.	(Student indicates proper amount of coins or currency.)

VOCABULARY

money
coins
bills
change

(1) MONEY DENOMINATIONS
penny(ies)
nickel
dime
quarter
half-dollar
dollar
five
ten

NUMBERS
one through one hundred

WRITTEN SYMBOLS (as used in signs)
$
¢

GRAMMAR STRUCTURES

PLURAL NOUNS WITH "S"

QUESTION WORDS: WHAT, HOW MUCH

This is the second time plural nouns are introduced. Focus students' attention on producing the "s." *** Review numbers, especially as needed for counting and/or if learners are still having particular problems.

CLASSROOM NOTES

Course Number 201
Communication Objective 12

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.

b. Simple addition.

c. Vocabulary expansion:
show examples or sketches of coins.

d. Short dialogue.

e. Count coins aloud.

f. Focused listening:
  1. listen to amounts.
  2. indicate coins or currency for that amount.

g. Situational dialogue.

h. Role play: giving change.

Reading and Writing:

a. Dictation.

b. Recognize coins and paper currency. Write their numerical value.

c. Match pictures of money with numerical values.

BEGINNING ESL

Course Number 201
Communication Objective 13

ASKING FOR EMERGENCY ASSISTANCE

SAMPLE LIFE SITUATIONS

- ** A victim calls 911 to report a crime.
- ** A witness reports a fire to the 911 emergency assistance operator.
- ** A mother telephones the 911 emergency operator to request an ambulance for her injured child.
- ** An immigrant phones ...911 for help after a car accident has taken place.

TARGET SENTENCE PATTERNS

(There is a/an) Emergency (1).
(I need) help!
My baby/husband is sick.
Come quickly.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Operator.	I need help.
	Help! Help! Emergency! Police!
What is the problem?	Accident.
What kind of emergency is it?	My baby is sick.
	Robbery.
Is anyone hurt?	My brother.
	A man.
What's your name?	Somsavit.
Spell it.	S-O-M-S-A-V-I-T.
Where do you live?	2530 West Harding.
Is that a house or an apartment?	Apartment.
What apartment?	2nd floor, back apartment.
All right. I'll send someone.	Hurry, come fast!

VOCABULARY

hospital police call poison
ambulance firefighter dial

(1) EMERGENCY VOCABULARY
emergency robbery fire
accident thief murder

NUMBERS

ALPHABET

A through Z

WRITTEN VOCABULARY

EMERGENCY POISON
TRAUMA CENTER
HOSPITAL
POLICE

GRAMMAR STRUCTURES

ORDINAL NUMBERS:
(Ex. "2nd, 3rd".)

ARTICLES: A, AN

☞ Training Specialists and learners should focus on successful communication rather than grammar. *** Learners should concentrate on spelling their names out loud. *** Try to borrow the teletrainer from Illinois Bell for classroom use. *** Use pictures as cues for "Fire," "Accident," "Robbery," "Poison," etc.

CLASSROOM NOTES

Course Number 201
Communication Objective 13

SUGGESTED STRATEGIES

Listening and Speaking:

a. Present names of letters of the alphabet grouped by sound.

b. See, say and spell the letters.

c. Focused listening:
circle the letter/word you hear.

d. Dialogue: clarifying spelling.
Ex. A: H-A-M-L-I-N
B: Was that A-H-M?
A: No. H-A-M.
H as in "happy."

e. Game: "Hangman."

Reading and Writing:

a. Language experience story.

b. Dialogue completion: fill-in.

c. Dictation.

BEGINNING ESL

Course Number 201
Communication Objective 14

SPELLING WORDS ALOUD

SAMPLE LIFE SITUATIONS

** A clerk misspells a client's name on a form. The client spells his name correctly.
** A victim spells his name for a police clerk at the station.
** A directory assistance operator requests the spelling of the last name of the person the caller is trying to reach.
** A babysitter takes a message for parents who are out. The caller leaves her name and telephone number.

TARGET SENTENCE PATTERNS

Spell the word/it.

Spell your name/street.

Spell/Speak slower, please.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	A. J. K. H. B. C. D. E. G. P. T. V. Z. F. L. M. N. S. X. O. R. I. Y. Q. U. W.
What's your name?	Spell it. Spell your name. Spell the word.
It's on Hermitage Street.	
H-E-R-M-I-T-A-G-E	(Learners spell their names and street names.)

Reading and writing

All letters in names and places student can name.

VOCABULARY

repeat
spell
speak

again
slower

ALPHABET

Letters A Through Z

WRITTEN VOCABULARY

Alphabet letters A Through Z

GRAMMAR STRUCTURES

As appropriate.

☞ The chart in the Sample Language --above-- is a useful organization of the spoken names of letters. Say: The letters in each row sound similar, more or less. Ay, Jay, Kay, H (Aitch)-- all with "long A"; Bee, Cee, Dee, Ee, etc. Present this letter names chart in class. *** Students may wish to write their own "pronounciation" of the alphabet letters of English in their notebooks as well. (Ex. U--yu.) Both can serve as ready references for them in oral spelling practice activities.

CLASSROOM NOTES

Course Number 201
Communication Objective 14

SUGGESTED STRATEGIES

Listening and Speaking:

a. Discussion:
   using pictures as cues, learners report and describe a variety of emergency situations.
b. Short dialogues: memorize.
c. Vocabulary drill: picture cues.
d. Spelling aloud practice.
e. Monologue: telephone.
f. Role play: telephone.

Reading and Writing:

a. Give sight words for recognition.
b. Use sight words as cues for telephone dialogues.
c. Jigsaw dialogue.
d. Dialogue completion: fill-in.

Course Number 201
Communication Objective 15

EXPRESSING UNDERSTANDING AND NOT UNDERSTANDING

SAMPLE LIFE SITUATIONS

- ** A supervisor gives a worker oral instructions that are too complicated for the worker.
- ** A teacher speaks too quickly and uses difficult language.
- ** A doctor gives a patient confusing instructions about how long to take some medication.
- ** A traveller asks a passerby for directions.

TARGET SENTENCE PATTERNS

Excuse me/ Pardon me/I'm sorry.
I (don't) understand.
I don't speak English.
Repeat/Slower, please.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you understand?	Yes.
O.K.?	Yes, I understand.
You got it?	I'm sorry.
Did you get it?	Excuse me.
	I don't understand.
	Again, please.
	What is this? (indicating)
	Please repeat.
Never mind.	Slower, please.
Don't worry about it.	Sorry, I don't speak English.

VOCABULARY

repeat
again
understand
slower

POLITENESS TERMS

please
thank you
sorry
I'm sorry
Excuse me
Pardon me.

GRAMMAR STRUCTURES

DO + NOT (VERB NEGATION) = DON'T

CONTRACTIONS WITH BE
(Ex. "I'm")

☞ "Never mind" and "Don't worry" are only introduced here. They indicate the end of a conversational exchange.

CLASSROOM NOTES

Course Number 201
Communication Objective 15

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogues.

b. Repetition.

c. Expansion drill:
add "I'm sorry" to the beginning of these sentences.

Ex. TS: I don't understand.
CL: I'm sorry. I don't understand.
TS: Could you repeat that?
CL: I'm sorry. Could you repeat that?

d. Situation-response practice.

e. Transformation drill: negation.

Ex. TS: I understand.
CL: I don't understand.
TS: I speak English. etc.

f. Role play.

Reading and Writing:

a. Dialogue completion: fill-in.

b. Jigsaw dialogue.

c. Reading passages.

Course Number 202
Communication Objective 1

USING SIMPLE TIME EXPRESSIONS (Hours, Time)

SAMPLE LIFE SITUATIONS

- ** A passerby asks for the time.
- ** A store sign has hours posted. Shopper plans to go early the next day.
- ** Friends ask the learner the times of his class activities (Ex. break).
- ** A job applicant asks the interviewer about the hours of the daily work shifts.

TARGET SENTENCE PATTERNS

It's morning (1)/7:05 (2).
Yes, it is./No, it isn't.
From 7:00 (2) to 9:45 (2).
At 8:00 p.m.
Excuse me, what time is it?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Is it morning or evening?	It is morning. Morning.
Is it afternoon?	Yes, it is. No, it is not. No, it's morning.
What time is it now? Do you have the time?	3 o'clock. 10:15. It's 2:45. 9:05. (oh-five)
What time does class begin? What time does class finish?	9:30. At 10:30.
What are the store hours? What hours do you work?	9 to 6. From 7 to 3:30.

97

VOCABULARY

begin
finish
go
work

home
store
number
now
days

time
clock
watch
hour
minute

(1) TIMES OF DAY

morning
afternoon

evening
night

(2) TIME (minutes, hours)

o'clock
thirty

fifteen
forty-five

oh(zero)

ABBREVIATIONS

A.M. P.M.

NUMBERS

zero (oh) through sixty

98

GRAMMAR STRUCTURES

BE - SHORT ANSWERS (Ex. "Yes, it is.")

PREPOSITIONS OF TIME: AT, FROM, TO

BE - CONTRACTIONS: IT'S, ISN'T

☞ Allow one word answers at first for new vocabulary (like "Morning."). Later, practice "It's..." or "It is..." *** Present both digital and hand-clock time for comprehension.

CLASSROOM NOTES

Course Number 202
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.

b. Situation-response practice: with a large hand-clock, have learners report the time.

c. Focused listening:
circle time spoken.

d. Question-answer drill:
Learners answer personal information questions about work time, daily routines and schedules.

e. Situational dialogue.

f. Interview: pair activity.

Reading and Writing:

a. Fill-in: form.
Learners complete a schedule of their daily activities.

b. Strip story:
Learners organize the events in a story in chronological order.

c. Writing exercises: group activity.
Using a hand-clock, learners write the time using digital form.

Course Number 202
Communication Objective 2

USING SIMPLE TIME EXPRESSIONS (Days, Months, Dates)

SAMPLE LIFE SITUATIONS

- ** A store worker answers a customer's question about store hours.
- ** A Training Specialist tells the students which days there are and are not classes.
- ** A learner tells the Training Specialist that she/he will be absent a certain day or week.
- ** A patient goes to an appointment for X-rays at the neighborhood health clinic.

TARGET SENTENCE PATTERNS

(It's) Wednesday (1)/May (2).
On Monday (1) and Friday (1).
Sunday (1) (2) through Thursday (1) (2).
From May to/ through June.
In December (2).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What is today?	(It's) Tuesday.
What day is (it) today?	Tuesday, March 15th, 1983.
What days do we have school? When is the office open?	On Monday and Thursday.
Is today Tuesday or Thursday?	It's Tuesday.
Is there school on Friday?	
Do we work on Monday?	
Are you open on Saturday?	
What month is it?	January.
What day is it today?	Monday, November 28th, 1983.
What is today?	

Reading only

MON. - FRI.: 9-5
MON. - WED.: 9-1
THURS. - SAT.: 12-6

VOCABULARY

day week date year
month tomorrow today
calendar yesterday day

(1) DAYS OF THE WEEK

Monday Tuesday etc.

(2) MONTHS OF THE YEAR

January February etc.

WRITTEN ABBREVIATIONS (days, months)

MON. FRI. FEB. SEPT.
TUES. SAT. MAR. OCT.
WED. SUN. APR. NOV.
THURS. JAN. AUG. DEC.

WRITTEN DATES (forms)

Tuesday,	April 14,	1983
DAY	MONTH	YEAR

GRAMMAR STRUCTURES

PREPOSITIONS OF TIME: ON, THROUGH, TO

BE + PRONOUN QUESTIONS (Ex. "Is it Thursday?")

☞ The relation to the past may be indicated where appropriate (e.g. Yesterday was Monday) *** Optional: if desired, introduce "was." *** "Through" is introduced for the first time in this lesson.

CLASSROOM NOTES

Course Number 202
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Interview: personal information, days of business operation.

b. Focused listening: circle day that is spoken.

c. Question-answer drill. Learners answer time schedule questions reading from cards with written schedules.

d. Situational dialogue.

e. Role play.

Reading and Writing:

a. Learners prepare signs showing class hours and days.

b. Learners copy store schedule signs.

DESCRIBING DAILY ROUTINES

SAMPLE LIFE SITUATIONS

** Neighbors discuss their daily routines as homemakers.
** Learners share information about their lives with each other and with the Training Specialist.
** A patient reads and understands a prescription dosage schedule.
** A supervisor explains the work routine to a new employee.

TARGET SENTENCE PATTERNS

I eat breakfast (1) everyday.
Yes, always (2).
No, never.
Every day (3).
No, only on Mondays.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What do you do every morning?	I get up....
What do you do next?	I take a shower. I usually eat breakfast.
When do you usually leave for work?	At 7:30.
Do you go to church every Sunday?	No, never.
Do you go to English class every evening?	No, only on Mondays and Wednesdays.

Reading and writing

TAKE (medicine) FOUR TIMES DAILY.
TAKE WITH MEAL.

VOCABULARY

breakfast
lunch
dinner
supper
snack
radio
TV

(1) DAILY ROUTINES

wake up
take a shower
shave
brush teeth
drink
eat
go to work
etc.
go home
go shopping
cook
clean
take a bath
go to bed
etc.

(2) ADVERBS OF FREQUENCY

always
usually
sometimes

(3) TIMES, DAYS, ETC.

day
night
evening
morning
afternoon
Friday
weekend

GRAMMAR STRUCTURES

SIMPLE PRESENT TENSE

WH-QUESTIONS

DO-FORMS: DO, DOES

PRONOUNS: I, YOU, WE, THEY, HE, SHE

Third person verb forms are introduced here. *** Refer to Using Simple Time Expressions," 201-1. *** Adding "every day," "every Sunday" or "on Sundays" to statements will help learners internalize the habitual aspect of the simple present tense.

CLASSROOM NOTES

Course Number 202
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence

b. Vocabulary drill:
show picture, learners describe action.

c. Short dialogue.

d. Monologue: individual narrative.

e. Question-answer drill:
Learners ask each other questions about daily routine.

Reading and Writing:

a. Fill-in schedule form.
write appropriate time for activity.

BREAKFAST - (hour)

SLEEP- _____ to _____.
WORK- _____ to _____.

b. Read prescription labels, mark time on clock for next doses.

c. Strip story:
based upon Command-action sequence.

Course Number 202
Communication Objective 4

ASKING FOR REPETITION OR CLARIFICATION

SAMPLE LIFE SITUATIONS

- ** A learner asks a bilingual instructor for the translation of a foreign word; then he asks for repetition.
- ** An employee requests the supervisor to repeat instructions.
- ** A client asks a social service agency worker to repeat and explain which documents he needs verified.
- ** A worker asks co-workers to explain the meanings of technical vocabulary used in the factory.

TARGET SENTENCE PATTERNS

I'm sorry (1)
What is a hammer?
A hammer?
Please repeat (1) it (again).
Say (1) it slower, please.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Huh?	Excuse me.
Say what?	Sorry?
Whaddiya say?	What?
What did you say?	
What does lock mean?	What is a lock?
	Please repeat it.
	Say it slower, please.
	Slower, please.

VOCABULARY

again slower
word faster

(1) POLITENESS TERMS
excuse me I'm sorry...
pardon me sorry.....
please

(2) SELECTED VERBS
repeat say
write spell

GRAMMAR STRUCTURES

WH-QUESTIONS

DID (FOR STUDENTS' COMPREHENSION ONLY)

Indicate some of the various ways to ask for clarification. Show the importance of rising intonation. Use this in context with other lessons, too. *** This is the first exposure to did: for listening only in questions.

CLASSROOM NOTES

Course Number 202
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Question-answer drill:
Learners ask teacher questions.

c. Situational dialogue.
Ex. A: Give me a hammer.
B: What?
A: A hammer.
B: What's a hammer?
A: (pointing) That's a hammer.
B: Oh.

d. Repetition.

e. Substitution drill.

f. Conversation circle.

g. Role play.

Reading and Writing:

a. Jigsaw dialogue.

b. Dialogue fill-in.

IDENTIFYING FOOD

SAMPLE LIFE SITUATIONS

- ** A shopper asks a clerk to identify items behind the fish counter.
- ** A shopper asks the butcher to identify meats at a grocery store.
- ** A clerk describes an item at a fast food restaurant.
- ** A learner asks a grocery store clerk about the contents of a canned item.

TARGET SENTENCE PATTERNS

(A/an) apple (1).
Apples.
What is that?
Korean (2) food.

SAMPLE LANGUAGE

Listening only

What's that?
Tell me what that is.

Listening and speaking

What is that?
(An) orange. A banana.
Grapes.

Japanese food.

VOCABULARY

food
produce
fruit
vegetables

frozen food
baked goods
canned goods

meat
seafood
dairy

(1) FOOD ITEMS

apple(s)
grape(s)
banana(s)
avocado(s)
milk

potato(es)
lettuce
peas
butter
oil

noodles
rice
flour
bread
cake

beef
chicken
pork
fish
ham

(2) ADJECTIVES OF NATIONALITY

Ex. American
Cambodian
Ethiopian
etc.

French
Haitian
Mexican

Polish
Russian
Vietnamese

GRAMMAR STRUCTURES

ADJECTIVES OF NATIONALITY (Ex. "Chinese")

SOME: NON-SPECIFIC PLURALS (Ex. "Some noodles.")
NON-COUNT NOUNS (Ex. "Some milk.")

Review pronunciation of plural nouns and introduce rules for AN + vowel/A + consonant. *** This objective should be taught related to 201-5, 202-9, 202-10. *** Learners should be encouraged to request identification of foods. *** After presenting "Asking for Things," 202-9, return to this lesson and apply the new structures to this familiar vocabulary. *** Some food items listed under vocabulary may be needed for comprehension only, not for production. (Ex. "Produce" -- often written in stores, but less often said.)

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion.
b. Oral listing of as many items as possible.
c. Shopping lists.
d. Situational dialogue: food store shopping. Learners take role of clerk, customer.
e. Vocabulary drill.
f. Monologue: Learners discuss their favorite dishes and their ingredients.
g. Real-life contact activities: Take learners to a large supermarket.

Reading and Writing:

a. Make signs of food type names Ex. "dairy", "produce," etc.
b. Let learners list foods of that type.
c. Learners write a weekly shopping list.
d. Dictation.

BEGINNING ESL

Course Number 202
Communication Objective 6

EXPRESSING LIKES AND DISLIKES

SAMPLE LIFE SITUATIONS

** Learners talk about foods they enjoy and do not enjoy.
** Co-workers discuss the menu at a local fast food restaurant.
** Friends gossip among themselves about each other.
** A job counselor tries to find out from the interviewee what kinds of work s/he enjoys.

TARGET SENTENCE PATTERNS

Do you like french fries(1)/cooking (2)?

Yes, I do./No, I don't.

I (don't) like fish (1 or 2).

I (don't) like it (1 or 2) very much (3).

It's/She's/They're alright/O.K.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What do you like?	Do you like peaches?
	Do you like Pres. Reagan?
	I like sewing.
	Yes. I like them. I like her. He's alright.
Do you like hamburgers?	Not very much. No, I don't.
Do you eat them?	I don't like them.
Do you eat hot dogs?	No, never.
How do you like this job?	I like it very much. It's alright. I don't like it.

VOCABULARY

always
usually
sometimes
never
O.K.
alright

(1) NOUNS AND PRONOUNS (People and Food)
food (see 202-5)
pronouns (see Grammar Structures)

(2) GERUNDS AS NOUNS
cooking
cleaning
fixing (cars)
etc.

(3) ADVERBS OF DEGREE
(not) very much a little a lot

WRITTEN VOCABULARY (menus, signs)
HAMBURGER
HOT DOGS
COKE
SANDWICH
FISH
FRIES

GRAMMAR STRUCTURES

ADVERBIALS OF DEGREE (Ex. "a lot")
ADVERBS OF FREQUENCY (Ex. "never," "usually")
OBJECT PRONOUNS: IT, HIM, HER, THEM, ME
QUESTIONS with "DO"
NEGATIVES with "DON'T"

Learners should master the use of one or more ways to express in English positive, neutral, and negative feelings about things, people, etc. See above.

CLASSROOM NOTES

Course Number 202
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion.
b. Situational dialogue.
c. Repetition.
d. Substitution drill.
e. Vocabulary drill.
f. Question-answer drill.
g. Guessing game.
h. Role play:
    restaurant or other service location.
i. Conversation circle: values clarification.

Reading and Writing:

a. Dialogue fill-in.
b. Learners order food by writing selection on a tab (as done at Marshall Field's and certain lunch counters).
c. Dialogue construction.

BEGINNING ESL

Course Number 202
Communication Objective 7

DESCRIBING THINGS

SAMPLE LIFE SITUATIONS

- ** A police officer asks for a description of a stolen object for a theft report.
- ** A person describes a lost item to the Lost and Found.
- ** A car owner leaves a car with a mechanic, describing the nature of the problem.
- ** Co-workers talk about their cars (apartments, spouses) during break.

TARGET SENTENCE PATTERNS

(It's) large (1 or 2).
It's a big (1), blue (3) box.
It's/They're old (1) and yellow (3).
We (don't) have a new (1) bed.
My car is very old (1 only).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What size is it?	Very small.
What color is it?	
How big is it?	It's big and blue.
What kind of car is it?	It's a 1971 Dodge.
What kind of car do you have?	I don't have a car. I have a Chevy. My car is old.
What kind of radio do you have?	A Zenith.
Could you describe the missing object?	Yes. It's a small radio. It's a Zenith. It is black. It has one speaker.
Tell me about your stereo.	

VOCABULARY

(1) DESCRIPTIVE ADJECTIVES
big
large
small
little
old
new
good
bad
hard
soft
hot
cold
warm

(2) DESCRIPTIVE ADJECTIVES
medium
huge
round
square
missing
1978 (or any year)

(3) COLORS
red
blue
green
yellow
orange
purple
black
white

WRITTEN VOCABULARY and ABBREVIATIONS
S-SMALL
M-MEDIUM
L-LARGE
XL-EXTRA LARGE

GRAMMAR STRUCTURES

HAVE as MAIN VERB,
BE + ADJECTIVE (+ NOUN) (Ex. "It's a red house.")
NEGATIVES with "DON'T"

Describe objects used by students; use common and appropriate adjectives. *** Do not introduce "kind of" as in "kind of big" in this lesson. Use only "what kind of." *** A brief introduction to U.S. sizes of clothes might be appropriate. *** In vocabulary, Descriptive Adjectives (group 2) are adjectives that can not follow the intensifier "very."

CLASSROOM NOTES

Course Number 202
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   describe real or pictured objects.
b. Guessing game: 2 teams.
   one team must name the object
   the other team has described.
c. Vocabulary drill.
d. Question-answer drill.
e. Sentence combining.
f. Expansion drill: insert "not".
   Ex. TS: It's big.
   CL: It's not big.
g. Transformation drill: negation, HAVE.
h. Role play.

Reading and Writing:

a. Focused reading:
   1. Learners bring garments and read labels: S-M-L-XL
   2. Ask learners to write out the word indicating the size.
b. Read newspaper ads or mail order catalogs; identify where and how sizes are indicated.
c. Dialogue construction.

Course Number 202
Communication Objective 8

IDENTIFYING CLOTHING

SAMPLE LIFE SITUATIONS

- ** Learners describe the clothing they are wearing.
- ** A shopper asks for or responds to assistance in a clothing store.
- ** A clerk helps a shopper find out which American size clothing he wears.
- ** At a dry goods shop, friends decide upon which fabric they are going to buy for a new dress.

TARGET SENTENCE PATTERNS

What is this?

What are these?

What size/color (do you want)?

Small (1).

I need/wear a size 14/medium (1).

I don't like brown (2) wool (3).

I need/want (a pair of) pants (4).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you have a raincoat?	Yes, I do. No, I don't No, I do not.
	What's this? What are these? They are socks.
What size is this? What size coat do you wear?	What size? I wear size 10.
What color blouse do you like?	I like brown. I like wool. I don't like nylon. I need (a pair of) boots.

VOCABULARY

(1) SIZES (American clothes sizes)

small medium large

(2) COLORS

(3) MATERIALS (fabrics)

cotton
silk
wool
nylon
polyester
plastic
rubber
leather

(4) CLOTHING

briefs
undershorts
undershirts
thermal
panties
bra
slip
pantyhose
pants
shirt
blouse
sweater
dress
bathing suit
pajamas
nightgown
slippers
hat
scarf
gloves
mittens
jacket
coat
shoes
high heels
boots
sandals

GRAMMAR STRUCTURES

DO/DON'T in SHORT ANSWERS

SINGULAR AND PLURAL PRONOUNS with BE

DEMONSTRATIVES

North American clothes sizes differ from European, Asian, and Central/South American sizes. Learners need to be aware of this, and to be able to identify their USA sizes (especially for self-service shopping).

CLASSROOM NOTES

Course Number 202
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Vocabulary expansion:
   List as many objects as possible.
   "I see ..."

d. Guessing game: two groups.
   Give each group a series of pictures of clothing. The group that guesses all the pictures wins.

e. Monologue: describe what other's are wearing.

f. Vocabulary drill: matching flash card/pictures.

g. Question-answer drill.

h. Role play.

Reading and Writing:

a. Learners label drawings of clothing.

b. Focused reading: newspaper clothing ads.

c. Dialogue fill in.

BEGINNING ESL

Course Number 202
Communication Objective 9

ASKING FOR THINGS

SAMPLE LIFE SITUATIONS

- ** A worker requests a tool on the job.
- ** Before getting on the bus, a traveler asks someone for change.
- ** A customer orders food at a restuarant.
- ** A shopper asks a clerk for an item that is not on the shelves.

TARGET SENTENCE PATTERNS

Please/Thank you.
(Give me) a gallon (1) of milk.
I'd like one of those. (pointing).
I want a notebook.
I need (a pound of/some) coffee/apples.
Can I have (some) tea?

SAMPLE LANGUAGE

Listening only	Listening and speaking
May I help you? Yes? What do you want?	What is that? Give me that (pointing to object), please.
What'll it be? What'll you have?	I want a notebook. I need a cup of coffee. I'd like one of those. Can I have change (for a dollar)? (No) more.
Can I help you? Do you need (my) help?	I want (some) apples. Give me (some) tea. Can I have some water please?

VOCABULARY

box
can
bag

like
want
need

some
(no) more
numbers

please
bar
bottle

(1) MEASUREMENTS-WRITTEN ABBREVIATIONS

pound(s) - LB.
ounce(s) - OZ.
foot - FT.'
feet - FT.'
dozen - DOZ.

gallon(s) - GAL.
quart(s) - OT.
inch(es) - IN."
cup(s) - C.

GRAMMAR STRUCTURES

DEMONSTRATIVES: this/that these/those

ARTICLES: A/THE + NOUN

A ___ of ___ (units of items)
(Ex. "A pound of coffee.")

CAN I....?/COULD I....?

I NEED/WANT...

Teach "I'd like" and "one of those" as single, unanalyzed phrases to use in requesting. Also, teach appropriate gestures for indicating when requesting. *** Units of measurement of items (ex. bars of soap) are introduced here, and practiced in later objectives like 301-9, Describing Amounts and Quantities. Briefly introduce English measurements, e.g. quarts, pounds, ounces. *** After teaching 202-9, return to 202-5 for expansion of that objective.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion: realia and picture cues.
b. Repetition.
c. Short dialogue.
d. Substitution drill.
e. Vocabulary drill: pictures of items.
f. Question-answer drill.
g. Situational dialogue.
h. Situation-response practice.
i. Role play: restaurant or other location.
j. Fill-in dialogue.

Reading and Writing:

a. Focused reading:
   1. Labels.
   2. Store ads, Ex. 79¢ - 16 oz. can.
b. Fill-in exercises.

Course Number 202
Communication Objective 9

BEGINNING ESL

Course Number 202
Communication Objective 10

DESCRIBING LOCATIONS

SAMPLE LIFE SITUATIONS

** A job interviewee asks for the location of the personnel office.
** A passerby asks for the location of an office building.
** A supervisor asks a worker where a tool is.
** A friend wants to know where an item is sold.

TARGET SENTENCE PATTERNS

Where is/are the light(s) (1)?
It is right/over here/there.
They are on (2) the desk (1).
These are mine.
At home (3)/ 64 W. Lake Street.
On Wilson (4). In Uptown (5).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Can you tell me where the exit is?	Where is the exit? Where are the lights?
Where's that *)@!/ chair? Where are the pictures I gave you ten minutes ago?	It is over there. They are right here. They're on the wall.
	These are mine. Your pictures are next door.
Where's the office? Where do you work?	At 4544 N. Lincoln. On State. On Lake Street. In Uptown.
	At home/school/church.
Where do you eat lunch?	At work.

VOCABULARY

(1) SELECTED NOUNS
    entrance
    exit
    restroom
    light
    office
    desk
    chair
    pen
    paper
    hammer
    tool
    nails
    bolt

(2) PREPOSITIONS OF LOCATION
    on
    in
    over
    under
    near
    by

(3) NOUNS WITH "AT" (Without "THE")
    home
    school
    work
    church
    college

(4) LOCAL STREETS IN LEARNERS' NEIGHBORHOODS

(5) COUNTRIES, STATES, CITIES NEIGHBORHOODS

GRAMMAR STRUCTURES

PREPOSITIONS OF LOCATION: AT, IN, ON

VERB (BE) and NOUN/NUMBER AGREEMENT
(Ex. "They are." "It is.")

POSSESSIVE with "S" (Ex. "men's room")

POSSESSIVE ADJECTIVES and PRONOUNS

☞ Stress the use of preposition + noun phrase in short answers. (Ex. "In the room.") *** Possessives with "s" are to be presented in context only, not drilled by themselves. *** Use "AT" before addresses beginning with numbers. (Ex. "At 45 W. Oak Street.") Use "ON" before street names. "IN" is followed by names of countries, states, cities, neighborhoods.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
learners list, ask locations for as many items as they can name.

b. Short dialogue.

c. Vocabulary drill:
object/flash card/picture matching.

d. Question-answer drill.

e. Situation-response practice.

f. Jigsaw dialogue.

g. Role play.

Reading and Writing:

a. Students write where they perform common or frequent activities.

Ex. LUNCH - ____________
SLEEP - ____________
(Learners write in names of places, such as "home," "bedroom.")

b. Controlled composition:
copy short passage. Or make simple, personal changes in passage.

Course Number 202
Communication Objective 11

DESCRIBING ONE'S PHYSICAL OR EMOTIONAL STATE

SAMPLE LIFE SITUATIONS

**A worker asks the supervisor for dismissal from work because of illness.
**A patient speaks to a doctor about his health.
**A friend reports to others the health of someone else.
**A learner tells the teacher how she/he feels after an experience earlier that day.

TARGET SENTENCE PATTERNS

What's wrong?
I am (not) happy (1).
I (don't) feel well (1).
He has a headache (2).
He has a sore throat (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you feel alright?	(Do you) Feel alright?
Does it hurt?	Yes, a little (bit).
Are you tired?	What's wrong?
	O.K.?
Where does it hurt?	I hurt here (indicating).
	Here (indicating).
	I'm (very) hungry.
What's the matter (with you)?	I have a backache.
	I feel sick.
	My son is sick.
	He doesn't feel well/good.
	I'm angry.
	I'm mad.
	I'm sick.

VOCABULARY

(1) ADJECTIVES OF EMOTIONAL STATES AND

happy
alright
O.K.
nervous
frightened
angry
mad

(1) ADJECTIVES OF PHYSICAL STATES

hungry
thirsty
tired
weak
sick
achy
good
well

(2) ILLNESSES

headache
backache
toothache
earache
stomachache
fever

(3) PARTS OF THE BODY

eye
ear
nose
throat
tongue
tooth
lips
head
neck
back
shoulder
arm
hip
waist
hair
forehead
chin
chest
leg
foot
toe
elbow
knee
ankle
waist
finger
mouth
stomach

GRAMMAR STRUCTURES

SUBJECT + BE + COMPLEMENT

FEEL + ADJECTIVE (Ex. "She feels sick.")

NEGATIVES with "DOESN'T"

Present typical responses to common questions, such as, "What's the matter?" *** For the Game listed in the Reading and Writing section in the Suggested Strategies, please refer to 201-3 for a diagram of the "thermometer".

CLASSROOM NOTES

Course Number 202
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition drill.

c. Situation-structure practice.

d. Question-answer drill.

e. Vocabulary drill: flash cards cued: names or pictures of illnesses.

f. Situation-response practice. Learners hear a situation and choose an emotional state that describes the person in the illustration.

Reading and Writing:

a. Fill-in hospital admittance sheet.

b. Fill-in exercises.

c. Language experience story.

d. Game: On a sheet of paper draw a large thermometer with a "happy/sad" face at either end. Learners write their names high or low depending upon how they feel.

Course Number 203
Communication Objective 1

ASKING FOR AND GIVING PERSONAL INFORMATION

SAMPLE LIFE SITUATIONS

- ** A new student arrives in class.
- ** A client is interviewed by a social service agency worker.
- ** New tenants fill out form at utilities company in order to get service.
- ** A worker applies for a gasoline credit card.

TARGET SENTENCE PATTERNS

I'm single (1A)/unemployed (1B).
I'm a busboy (2).
I work for Sears.
Where's that?
(It's) On State near Van Buren.
At 403 S. State St.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you have a job? Are you employed or unemployed?	Yes, I work for Bally Co., Yes, I'm a machine operator.
Are you working now?	Yes, I work for Bally.
	A: Where do you work? B: At Sears. A: Where is that? B: In Berwyn.
Are you married or single?	Single. I'm single.
Where does she/he live?	Where is that? At Belmont Street and the river.
	On Belmont near the river. At 4225 W. 25th Place.

VOCABULARY

job
occupation
company
street
address
city
suburb(s)

(1) SELECTED ADJECTIVES

A. single
married
separated
divorced
widowed

B. employed
full-time
unemployed
part-time

(2) NAMES OF OCCUPATIONS
(including those of learners)

WRITTEN VOCABULARY

PLACE OF EMPLOYMENT
OCCUPATION
COMPANY
SINGLE
MARRIED
DIVORCED
MARITAL STATUS

ABBREVIATIONS
St. Pl. Ave. Rd. Co.

GRAMMAR STRUCTURES

WH-QUESTIONS: WHERE

PREPOSITIONS OF LOCATION: AT, ON, NEAR, IN

☞ The language presented upon the pages of this objective is based upon the second life situation of a client being interviewed at a social service agency. To make it more relevant to the learners, use factual information about their lives. Use names of students' workplaces and neighborhoods. *** Ask students about their occupations both here and in other countries. Refer to 301-1 for a vocabulary listing of occupations.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Actual introductions in class.
b. Monologue: self identification.
c. Situational dialogue.
d. Question-answer drill.
e. Interview: pair activity.
f. Game: "line-up."
   By asking each other questions, have learners line themselves up according to the alphabetic order of their occupations or place of work.

Reading and Writing:

a. Fill-in: forms, in pairs.
b. Dictation.
c. Language experience story:
   based upon Monologue.
d. Reading passages.

ASKING SOMEONE TO DO SOMETHING

SAMPLE LIFE SITUATIONS

** A customer asks for an item at a department store.
** A co-worker starts to smoke near flammable material.
** A supervisor orders a worker to complete a task.
** A friend starts to cross the street on a red light.

TARGET SENTENCE PATTERNS

Put (1) the boxes here (2).
Can you come (3) here?
Give me the boxes, please.
Don't smoke (3, 4).

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Give me a pen and two books.
	Take four cards and put them on the table (location).
Would you hold on, please?	Can you wait? Will you be quiet, please?
	Can you come here?
	Don't smoke. Don't eat here. Don't do that.
Why don't you put those boxes over here?	Put the boxes here.

VOCABULARY

(1) SELECTED VERBS: TRANSITIVE
put bring take move

(2) SELECTED ADVERBS
here there up down

(3) SELECTED VERBS: INTRANSITIVE
come (+ here) help (+ me)
go (+ there) wait

(4) SELECTED VERBS
smoke eat (+ object)
walk drink (+ object)
do (+ object)

WRITTEN VOCABULARY
PULL DON'T WALK QUIET
PUSH NO SMOKING ENTER
WALK NO CHECKS EXIT

USE OTHER DOOR

GRAMMAR STRUCTURES

NUMBER + PLURAL (Ex. "five boxes")
DO as MAIN VERB (Ex. "Do your work")
NEGATIVE IMPERATIVES: DO NOT, DON'T

☞ Discuss the levels of courtesy expressed by "Come.", "Can you come?", and "Could you please come?". *** Refer to 302-2, Giving and Understanding Simple Messages, and 402-7, Giving Instructions, Directions, Orders, for more language for this communication objective.

CLASSROOM NOTES

Course Number 203
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Dialogue.
b. Command-action sequence:
    1. Learner reads sentence.
    2. Learner changes sign to oral command.
    3. Class performs the command.
c. Expansion drill:
    add "please" to commands.
d. Transformation drill:
    change commands to negatives.
e. Situation-response practice.
f. Role play.

Reading and Writing:

a. Word cue cards should be used for select commands.
b. Copying select command words.
c. Fill-in: dialogue.

Course Number 203
Communication Objective 3

STATING ONE'S INTENT, PURPOSE, OR DESIRE

SAMPLE LIFE SITUATIONS

- ** A man is stopped at a hospital desk when coming to visit someone.
- ** After waiting in line, a customer is served at the post office. He wants to send a package home to his native country.
- ** A worker arrives at a building to fix a squeaky door. The uninformed tenant meets him with a barking dog.
- ** A visitor goes to the immigration office. She wants her visitor's visa extended.

TARGET SENTENCE PATTERNS

I'd like to visit my friend.
I want to send a package (to Mexico.)
I'm here to fix the door.
I need to extend a visa.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Can I help you?	I want to visit my aunt.
Do you need something?	I'm here to visit my friend.
What do you want?	I'd like to see my aunt.
	I need to visit my aunt. My aunt is sick.

VOCABULARY

VOCABULARY FOR HOSPITAL SITUATION

visit
disturb
see
friend
doctor
nurse
operation

VOCABULARY FOR POST OFFICE SITUATION

send
maid
arrive
weigh
cost
stamp
package

VOCABULARY FOR REPAIR SITUATION

door
oil
janitor
dog
fix
repair
call
here
today

VOCABULARY FOR VISA SITUATION

extend
send
stay
month
date
visa
appointment
visitor

VOCABULARY FOR OTHER SITUATIONS (AS IDENTIFIED PER LEARNER NEEDS)

GRAMMAR STRUCTURES

NEED/WANT/ 'D LIKE + TO + VERB

BE HERE TO + VERB (Ex. "He's here to help.")

Use word list appropriate for the situation. Elicit situations from the learners that are appropriate to their needs, and supply them with the necessary vocabulary.

CLASSROOM NOTES

Course Number 203
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Guided conversation.

b. Short dialogue.

c. Substitution table.
Ex:

I want to	visit my aunt.
I need to	fix my car.
I'd like to	find a job.

d. Monologue:
three sentences about learners' desires.

e. Discussion:
based on Monologue. Listen and discuss others' plans.

f. Expansion drill:
add "I'm here to"
Ex. TS: Fix the pipe.
CL: I'm here to fix the pipe.

Reading and Writing:

a. Read signs that indicate what to do.

b. Substitution drill.

c. Language experience story:
based on Monologue.

Course Number 203
Communication Objective 4

INSISTING

SAMPLE LIFE SITUATIONS

- ** A tenant calls the landlord to report a leaking gas stove. The landlord says, "Tomorrow."
- ** A witness to a crime in progress calls 911 emergency assistance for a second time. He's been waiting twenty mintues for the arrival of the police.
- ** A bus driver accuses a passenger of not paying the correct fare. The passenger knows he has.
- ** A customer knows her change is short by five dollars.

TARGET SENTENCE PATTERNS

I need help!
There is a/an problem.(1)
It's very important (2).
I need it/this right now (3).
Hurry/Faster, please!

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I need help. I have trouble.
	It's very important. Hurry, please.
I'll come tomorrow. Why it is so important?	Faster, please (faster). You must today.
Why do you need that now?	(Repeat with emphasis).
	No, that is not right.

VOCABULARY

help
again
later
trouble
please

(1) PROBLEMS

problem
accident
emergency

(2) SELECTED ADJECTIVES

important
urgent
necessary

(3) TIME ADVERBS: URGENCY

(right) now
immediately
as soon as possible
today
tomorrow
soon(er)

GRAMMAR STRUCTURES

IT + BE + ADJECTIVE

SUBJ. + NEED/HAVE + NOUN

INTENSIFIER: VERY before ADJECTIVES

Stress communication of sense of urgency; use of intonation is important here. ***Review and expand on 201-13, Asking for Emergency Assistance, 203-3, Stating One's Intent, Purpose or Desire.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Focused listening:
  1. Listen to stress.
  2. Repeat the loudest word.
- b. Pattern practice.
- c. Short dialogue.
- d. Repetition.
- e. Vocabulary drill:
  picture-cued practice.
- f. Role play.
- g. Conversation circle:
  differences between insisting and being rude.

Reading and Writing:

- a. Fill-in: dialogue.
- b. Reading passages.

Course Number 203
Communication Objective 5

ASKING FOR INFORMATION

SAMPLE LIFE SITUATIONS

- ** A new employee asks co-workers about the job schedule and the supervisor.
- ** After not finding an item on the shelves, a shopper asks a clerk for help.
- ** A CTA passenger has been waiting at the bus stop for a long time, so she asks a person nearby about it.
- ** A landlord shows a prospective tenant an apartment. They ask each other for more information.

TARGET SENTENCE PATTERNS

How much is it/this/the coffee?
When is break (1)?
What time is it?
What time is lunch (1)?
Where's is the landlord (3)?
Who's the boss (3).
Where's the office (2)?

SAMPLE LANGUAGE

Listening only	Listening and speaking
What would you like?	Excuse me.
Yes?	
(How) can I help you?	Where is the bus?
	What time is lunch?
	When is break?
	What is this thing?
I'll tell you	Who's the boss?
I'll show you.	How much (price)?
	What time is it?
	When do I pay the rent?
	How much is the rent?
	What is your telephone number?
	Is there heat?

VOCABULARY

know
information
hours
punch-in
punch-out

ask
look for
schedule
day shift
night shift

(1) NOUNS OF WORK TIME

starting time
quitting time

break
lunch

(2) LOCATIONS

women's restroom
men's restroom
stockroom
lunch room

office
time-clock
cafeteria

(3) JOB TITLES

boss
supervisor

manager
foreman

landlord
janitor

WRITTEN VOCABULARY
(capitals, as in time cards)

A.M.
IN

P.M.
OUT

GRAMMAR STRUCTURES

WH-QUESTIONS: HOW MUCH, WHICH, ETC.

YES/NO QUESTIONS

THERE IS/ARE

Common answers to simple questions (as "Listening only" examples) must be taught for comprehension. ***Teach "Excuse me" at this level. (Later levels will include "Do you mind if I ask a question?") ***The vocabulary listed is based upon the first SAMPLE LIFE SITUATION of the new employee. Other vocabulary selected should be based upon the other SITUATIONS presented in this objective, or situations identified by learners' needs.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
listening discrimination of WH-words.

b. Vocabulary drill:
picture-cued practice.

c. Repetition.

d. Substitution drill:
Ex. TS: Where is the store?
The car.
CL: Where is the car?
TS: The hammer.
CL: Where is the hammer?
etc.

e. Situational dialogue.

f. Role play.

Reading and Writing:

a. Jigsaw dialogue.

b. Reading passages.

c. Controlled composition.

Course Number 203
Communication Objective 6

UNDERSTANDING DIRECTIONS TO A PLACES

SAMPLE LIFE SITUATIONS

- ** A bus driver gives a passenger directions.
- ** On a 'L' platform, a stranger helps a passenger understand the CTA train map and suggests which stop is closest to her destination.
- ** A Training Specialist gives the class directions to the neighborhood public library.
- ** A new community member asks a policeman for directions back home.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Turn to the left. Yes, go left. It's on the right (side)	Left. Right side?
Go 2 blocks and turn left.	2 blocks. Turn left.
Keep going until you see Burger King (landmark).	To Burger King.
Take the No. 6 Jeffrey bus to 53rd St.	

TARGET SENTENCE PATTERNS

Turn (1) left (2).
Go/Walk 2 blocks west (2).
It's on the right (2A) side.
Take the bus (4) to Chicago Avenue.

VOCABULARY

'L'
bus
train
block
stoplight
right

(1) ACTION VERBS
go
walk
turn
keep (on)

(2) DIRECTION WORDS

A. north
south
east
west
right
left

B. this way
that way
straight ahead

(3) OTHER VERBS

take
get on
get off

(4) TRANSPORTATION WORDS
the bus
Ashland
the train
Pulaski
the 'L'

GRAMMAR STRUCTURES

ADVERBIALS OF DIRECTION

This is primarily a comprehension objective. ***Explain route number and direction signs on buses. Use local landmarks in giving directions. ***Also, refer to 202-10, Describing Locations and 303-5, Giving Directions and Describing Distances.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   learners circle word dictated.

b. Draw a map of the neighborhood on the floor of the class. Have learners "Walk thru" various described directions.

c. Short dialogue.

d. Problem solving: in pairs.

e. Learners listen and repeat key words for confirmation.

f. Command - action sequence.

g. Situational dialogue.

h. Role play.

Reading and Writing:

a. Given a blank map of the neighborhood, learners fill-in the street names, in and outside of class.

b. Use picture with 'L', bus showing route name, number and direction, (Ex., No. 55 Museum).
   Optional: Use compass point directions.

Course Number 203
Communication Objective 6

BEGINNING ESL

Course Number 203
Communication Objective 7

AGREEING AND DISAGREEING

SAMPLE LIFE SITUATIONS

** Learners suggest (in English) that the class take a break.
** A customer disagrees with the store manager whether the store or the manufacturer should repair an item.
** Roommates talk about whether they should move.
** Friends disagree as to which movie they should see.

TARGET SENTENCE PATTERNS

Let's take a break.
Good (1).
(That's) O.K./fine with me.
That's/It's a good (1B) idea.
That's/It's not a good idea.
No good.
I don't know/think so.
Maybe.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Why don't we take a break?	Let's go home. Good.
What do you think about that?	O.K. Good idea.
What do you think about her answer?	It's a good idea.
How about staying late tonight?	No good. That's not a good idea.
You guys want to go? Who knows.	No. I don't think so. I don't know. Maybe. OK with me.

VOCABULARY

right
break
let's
wrong
idea

(1) EXPRESSIONS OF APPROVAL
A. O.K. yes
B. good great
fine super

GRAMMAR STRUCTURES

LET'S for SUGGESTIONS

ADJECTIVE + NOUN (Ex. "good idea")

Select various activities for comment by learners. Encourage learners to make suggestions for comment by others.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Directed response drill:
answer with "Good idea."

c. Situation-response practice:
Learners respond to obviously right or wrong factual statements and questions related to class general knowledge:
Ex. TS: Is it cold today?
CL: I don't think so.
TS: Chicago is a big city.
CL: That's right.

d. Situational dialogue.

e. Role play.

Reading and Writing:

a. Dialogue construction.

b. Reading passages.

c. Jigsaw dialogue.

Course Number 203
Communication Objective 7

BEGINNING ESL

Course Number 203
Communication Objective 8

UNDERSTANDING AND DESCRIBING TIME SCHEDULES

SAMPLE LIFE SITUATIONS

** Friends travel to the suburbs by public transportation (RTA) bus.
** Parents discuss with pharmacist the proper dosage of medicine for their sick child.
** A consumer reads the schedule of hours posted outside a bank, currency exchange, department store.
** An immigrant who is planning to pick up a relative at O'Hare airport calls the airline for the flight's arrival time.

TARGET SENTENCE PATTERNS

At/before/after 7:30.
Every 40 minutes.
In the morning/afternoon.
Between 7:00 and 8:00.
On Sundays (1).

SAMPLE LANGUAGE

Listening only	Listening and speaking
	When is the next bus? (It comes, in two hours. (time from now) At 4:25. Before/after 7:00.
When do you take this medicine?	Every 40 minutes.
When do you usually get home?	In the afternoon.
When do you go to church?	Between 7 and 8 o'clock. On Sundays.

VOCABULARY

every
between

(1) DAYS OF THE WEEK

TIME EXPRESSIONS
o'clock
minute
hour
day
week

WRITTEN VOCABULARY
(as in time tables)
schedule
weekdays only
A.M.
P.M.

(as on medication)
take every 3 hours as needed
capsules
pills

GRAMMAR STRUCTURES

- PREPOSITIONS for TIME EXPRESSIONS:

  IN, BEFORE, AFTER, ON, AT, BETWEEN

  DETERMINER: EVERY

☞ Stress use of prepositional phrases for confirming time information that was given. Review language from 202-1, Using Simple Time Expressions (Hours, Time) and 702-2, Using Simple Time Expressions (Days, Months, Dates).

CLASSROOM NOTES

Course Number 203
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Dialogue.

b. Focused listening: cloze.
   Given a partial schedule, learners fill in blanks using information orally given by TS.

c. Repetition.

d. Substitution drill.

e. Problem solving.

f. Role play.

g. Real-life contact activities:
   Learners call transportation information offices for real contact after role play.

Reading and Writing:

a. Focused reading:
   1. Transportation schedules.
   2. Prescription labels.
   3. Hand-clock/digital clock.

b. Read dialogues.

BEGINNING ESL

Course Number 203
Communication Objective 9

DESCRIBING PRESENT ACTIVITIES

SAMPLE LIFE SITUATIONS

- ** Family members listen to radio weather report before going out.
- ** Friends watch a horse race or a wrestling match on TV.
- ** A babysitter hears laughter and noise from the children's room.
- ** A supervisor who sees a worker out of his department asks about what he is doing.

TARGET SENTENCE PATTERNS

What are you doing?
I'm watching TV.
What are you watching?
I'm watching the horse races.
Who's winning?
Citation is leading.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What are you doing?	What are you doing? I'm looking for Mr. Johnson.
	Are you coming? Yes, I am.
	Is he walking? No, he isn't walking.
What's happening now?	He's running.

VOCABULARY

VOCABULARY FOR HORSE RACE SITUATION
- horserace
- Citation
- TV
- watching
- winning
- leading

VOCABULARY FOR BABYSITTER SITUATION
- children
- mother
- punishment
- sleeping
- playing
- laughing

VOCABULARY FOR FACTORY SITUATION
- supervisor
- worker
- break
- working
- checking
- going

VOCABULARY FOR WEATHER SITUATION
- weather
- wind
- rain
- blowing
- raining

GRAMMAR STRUCTURES

PRESENT CONTINUOUS STATEMENTS AND QUESTIONS
(SUBJ. + BE + VERB-ing)

SHORT ANSWERS with BE

NEGATIVE STATEMENTS with BE

☞ Learners may have already heard examples of this tense, especially the ING - form. *** Attention to this objective may require 2 or more separate, non-consecutive lessons. *** The vocabulary listed is based upon the SAMPLE LIFE SITUATIONS. Elicit other situations from the learners that are appropriate to their needs and supply them with the necessary vocabulary.

CLASSROOM NOTES

Course Number 203
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence: with narration.

b. Short dialogue.

c. Mime activity whereby learners say what X is doing.

d. Expansion drill: add "now" to statements.
Ex. TS: We are sitting.
CL: We are sitting now.

e. Transformation drill:
change all statements from present simple to present continuous.

f. Focused listening:
Learners call the weather number.

g. Role play.

Reading and Writing:

a. Dictation:
Using language already learned orally.
Ex. It is dinner time.
John is eating rice.

b. Dialogue: fill-in.

GETTING SOMEONE'S ATTENTION AND ASKING FOR ASSISTANCE

SAMPLE LIFE SITUATIONS

** A shopper cannot find a desired item.
** A shopper interrupts two salesladies in a department store to confirm a price on an item.
** Although the boss is busy, the worker needs his assistance to complete a task.
** The clerk in a social service agency is very busy; the applicant needs to know which line to wait in.

SAMPLE LANGUAGE

Listening only

Are you busy?
Do you work here?
Are you working?
Are you open?
Say! You!

Listening and speaking

Excuse me.
Can you help me?
I need some help.
I want a dress.

Please.
I don't understand this.
What is this?

Thank you.
Thanks.
Thanks anyway.

TARGET SENTENCE PATTERNS

Excuse me (1) ladies (2).
Can you help me, please?
I need some help.
I want a dress.
I don't understand this.
Thanks, anyway.

VOCABULARY

please
thank you

(1) ATTENTION-GETTING EXPRESSIONS
Excuse me   Hey
Pardon me

(2) TERMS OF ADDRESS
(for unknown persons)
miss   ma'am   ladies
sir   mister   gentlemen

GRAMMAR STRUCTURES

ARTICLES: A, AN, SOME

YES/NO QUESTIONS with CAN

☞ This objective may be adapted to work or classroom situations. Teach necessary vocabulary. Teach "Can you help me?" as a whole. ***Refer to 302-1, Asking for Assistance and Responding to Requests. ***At the Intermediate level, refer to 601-1, Getting Someone's Attention.

CLASSROOM NOTES

Course Number 203
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Repetition.
c. Substitution drill.
d. Vocabulary drill:
    pair practice with cue cards.
e. Situation-response practice.
f. Role play.

Reading and Writing:

a. Learners transcribe prices from labeled items.
b. Learners read and rank the prices of items from the most to the least expensive.

BEGINNING ESL

Course Number 203
Communication Objective 11

APOLOGIZING AND EXCUSING ONESELF

SAMPLE LIFE SITUATIONS

- ** A rider must make his way through the crowded train to get to the exit.
- ** A neighbor breaks a glass at a friend's home.
- ** A person must make his way off a crowded elevator.
- ** During the rush of Christmas shopping, people keep bumping into each other in a crowded shop.

TARGET SENTENCE PATTERNS

Excuse me (1).
That's alright (2).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Hey!	Excuse me.
Watch it!	I'm sorry.
Aw! C'mon!	That's alright.
Why'd you do that?	No, problem.
	It's O.K.
	Pardon.

VOCABULARY

oops!
out, please

(1) EXPRESSIONS OF APOLOGY
Excuse me   I'm sorry
Pardon me   Sorry
Pardon

(2) EXPRESSIONS OF ACCEPTING AN APOLOGY

It's alright.
It's O.K.
That's O.K.
No problem.

GRAMMAR STRUCTURES

EXCLAMATIONS

☞ Learners should use vocabulary to expand situations ending in an apology. Incorporate material from other lessons into such dialogues.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Substitution drill.

d. Situation-response practice.

e. Role play.

f. Conversation circle:
Focus on cultural aspects, situations, and behavior used by Americans when apologizing and excusing oneself.

Reading and Writing:

a. Show signs like "SORRY FOR THE INCONVENIENCE" for comprehension.

b. Jigsaw dialogue.

BEGINNING ESL

Courses 301-302-303

Communication Objectives

Course 301

1. Describing People (Occupations, Appearance)
2. Reporting Times of Activities
3. Expressing Uncertainty or Lack of Knowledge
4. Asking for and Giving Permission
5. Expressing Ability and Inability
6. Understanding and Reporting Sequences of Activities
7. Identifying and Describing One's Belongings
8. Identifying and Describing Items and Their Parts
9. Describing Amounts and Quantities
10. Describing What's Wrong with Something
11. Rejecting Something and Correcting Someone Politely

Course 302

1. Asking for Assistance and Responding to Requests
2. Giving and Understanding Simple Messages
3. Asking or Telling Someone to Do Something
4. Asking for Clarification or Demonstration
5. Expressing Emotions
6. Describing Time Periods
7. Describing Plans for the Future
8. Giving Excuses or Explanations for Not Being Somewhere
9. Stating Reasons for Doing Something
10. Reporting Past Activities

Course 303

1. Describing Someone's Appearance
2. Stating Personal Information
3. Clarifying or Specifying
4. Describing Relative Locations of Objects
5. Giving Directions and Describing Distances
6. Reporting Partial Understanding or Partial Completion of a Task
7. Offering Things
8. Accepting and Refusing Invitations
9. Giving Excuses and Explanations for Not Doing Something
10. Expressing Necessity or Obligation
11. Understanding and Expressing Possibilities

Course Number 301
Communication Objective 1

DESCRIBING PEOPLE (Occupations, Appearance)

SAMPLE LIFE SITUATIONS

** An interviewee tells an interviewer about his current work.
** Learners talk about past and future occupations and jobs.
** Workers discuss previous work, especially work done in the U.S.A.
** A girlfriend tries to interest her friend in her brother. She describes his appearance and occupation.

TARGET SENTENCE PATTERNS

Tell me about yourself/him/José.
He's tall (1) and thin (1).
He has (a) beard (2).
He's a butcher (3).
Yes, he is/No, he isn't.
Yes, he does/No, he doesn't.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What's her occupation?	She's a plastics worker.
What's her job?	What does he do?
	He's a hair stylist.
	I'm a meat handler.
	What do you do?
Is she a (good) waitress?	Yes, she is.
	No, she isn't.
Does he have a beard?	Yes, he does.
What does he look like?	Tell me about Tom.
	He's tall and heavy.
	He has a moustache.
	He wears glasses.
	He talks fast.

Reading and writing

Don is a waiter at a large restaurant. He is always busy.....

VOCABULARY

occupation
job
describe

(1) ADJECTIVES DESCRIBING PHYSICAL APPEARANCE

thin
skinny
fat
tall
short
strong
young
old
middle

(2) NOUNS OF APPEARANCE

beard
moustache
small/big nose
big eyes
long hair

(3) NAMES OF OCCUPATIONS (including those of learners)

mechanic
assembler
butcher
seamstress
hairdresser
babysitter
cook
dockworker
tailor

WRITTEN VOCABULARY (CAPITALS AS ON FORMS)

OCCUPATION
WEIGHT
HEIGHT

GRAMMAR STRUCTURES

SUBJ. + BE + NOUN (OCCUPATION)
(Ex. "He is a plumber.")

SHORT ANSWERS WITH DO/BE
(Ex. "Yes, he does.")

SUBJ. + BE + ADJECTIVE
(Ex. "They're strong.")

SIMPLE PRESENT HAVE

SIMPLE PRESENT "S" with OTHER VERBS

SUBJ. + MAIN VERB + ADVERB
(Ex. He walks slowly)

Knowing the name of one's occupation is one of the first steps in applying for jobs.

CLASSROOM NOTES

Course Number 301
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Substitution drill.

d. Cloze:
listening and writing.

e. Vocabulary drill:
picture identification and/or matching.

f. Sentence combining.

g. Situational dialogue.

h. Role play.

Reading and Writing:

a. Dialogue fill-in.

b. Fill in: forms.

Learners fill-in personal information sections on application forms.

c. Cloze:
reading and writing.

Course Number 301
Communication Objective 2

REPORTING TIMES OF ACTIVITIES

SAMPLE LIFE SITUATIONS

- ** Learners describe the class's daily schedule to a new classmate.
- ** A worker reports his work schedule to a friend.
- ** A supervisor asks a worker to report the hour of arrival of a co-worker.
- ** A coach/Training Specialist describes the schedule of a sport meet/field trip.

TARGET SENTENCE PATTERNS

She was/left (1) early/late.

We punch out (1) at 5:30 (P.M.).

It's 5 to/after 6 ....

.... before/after 8:30 (A.M.)....

SAMPLE LANGUAGE

Listening only	Listening and speaking
Did you have to stop?	Yes, I did.
What time does she go to work?	They go at 8:30 p.m.
What time did you leave home?	We left at 9.
When did he get there?	Before 10 this morning. He was a little early.
When did she arrive?	5 after 10 last night. She was late.
When did she punch in?	

VOCABULARY

schedule time clock clock

routine time watch

(1) VERBS DESCRIBING DAILY ACTIVITIES

go
leave
arrive
start
stop
finish

punch in
punch out
get home
get up
go to bed

eat breakfast
eat lunch
eat dinner
eat a snack
take a shower

TIME EXPRESSIONS

minute (s)
hour (s)
o'clock

(a) quarter to
(a) quarter after/past
(a) half past

WRITTEN VOCABULARY

in A.M.

out P.M.

GRAMMAR STRUCTURES

QUESTION WORDS: WHEN/WHAT TIME

PAST TENSE VERBS: WAS, LEFT, WENT, DID, etc.

ADVERBS: EARLY/LATE

Often, in informal speech, "Did you" is pronounced as "didja". *** The students should be able to hear whether a question is about the present or past. Students need to practice and use more past verbs. *** Individualize learning by having learners become more familiar describing their personal schedules and daily routines. Refer to 302-6, Describing Time Periods.

CLASSROOM NOTES

Course Number 301
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Substitution drill.

d. Focused listening:
    identify past tense.

e. Vocabulary drill: opposites.
    Ex. TS: Early.
        CL: Late.
        TS: Before.
        CL: After.
            etc.

f. Situational dialogue.

g. Role play.

Reading and Writing:

a. Focused reading:
    1. Listen and mark dates on calendar.
    2. Read work schedules.

b. Fill-in:
    1. Work time sheets.
    2. CUSI registration forms.

c. Cloze.

Course Number 301
Communication Objective 3

EXPRESSING UNCERTAINTY OR LACK OF KNOWLEDGE

SAMPLE LIFE SITUATIONS

- ** A stranger, responding to a question, tries to estimate the time without a watch or clock.
- ** A supervisor talks about the whereabouts and well-being of a mutual friend.
- ** Co-workers discuss a rumor about layoffs.
- ** Clients waiting at a social welfare office discuss the services and procedures of the agency.

TARGET SENTENCE PATTERNS

I don't know (1).

I'm not sure (2).

I guess/think so.

I guess/think she's at work.

Maybe.

Who knows?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Where do you think she could be?	Is she home? Maybe.
I guess she's been alright.	Where is she? I don't know.
How does she feel? How has she been?	How is she?
I guess she's been alright.	O.K., I guess. I think she's sick.
Do you know if he's working now?	Is he working? I think so.
Was he here? Could be. Was she happy?	I don't remember. I'm not sure. Who knows? (See note)

Reading and writing

Is she here or at work? She's not here. She's at work.

VOCABULARY

there here

(1) SELECTED VERBS

know think (+ so)

remember

(2) NEGATIVE ADJECTIVES OR UNCERTAINTY

not sure not positive

not certain

PREPOSITIONS OF PLACE

in (the basement)
at (work)
on (the third floor)

GRAMMAR STRUCTURES

QUESTIONS: YES/NO, HOW/WHERE with BE

I THINK + SENTENCE

PREPOSITIONS OF PLACE: IN, ON, AT

NEGATIVES: NOT, ISN'T, IS NOT, DON'T

☞ "Who knows" is potentially offensive depending upon the context, situation and audience. For example, one wouldn't usually say this in an off-handed manner to one's employer.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Vocabulary expansion:
   picture discussion.

c. Question-answer drill.

d. Substitution drill.

e. Expansion drill:
   "I think" + sentences.

f. Situation-response practice.

g. Game:
   guessing sketches.

h. Role play.

Reading and Writing:

a. Problem solving: riddles
   learners read simple riddles and try to guess the answer. Answers must begin with:
   "I'm not sure but maybe ___________."

b. Question-answer drill.

c. Cloze.

ASKING FOR AND GIVING PERMISSION

SAMPLE LIFE SITUATIONS

- ** A guest asks her host if she may use the phone.
- ** A student or worker asks permission to leave early.
- ** A learner seeks permission to borrow a classmate's eraser, pen or dictionary.
- ** A young man wants to go out with a girl he's recently met.

TARGET SENTENCE PATTERNS

O.K. (1)?

Is it alright (1)?

Can/May I use the phone (2)?

Would it be alright if I leave at 4:00 (2)?

(Yes,) Sure (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Can I borrow your pen for a while?	Can I?/O.K.? Yes, you can. Sure.
Fine./Go ahead./Of course.	Can I borrow that?
Let me look at your book. Could I take a look at it?	Can I look (at this)? (gesture) Thanks.
May I see what you've been doing? (Do you) mind if I take a look?	May I (see)? (gesture) Alright. Yes, sure.
Would it be alright if I used your phone?	May I call? (Is it) O.K. to call?
	I have to go to the doctor's. Can I leave at 2:30 today?

VOCABULARY

(1) PERMISSION-SEEKING EXPRESSIONS WITH ACCOMPANYING GESTURES

O.K.?
May I?
Can I?
Do you mind?
Is it O.K.?
Is it alright?

(2) COMMON REQUESTS

use the phone
have tomorrow off
get off early
be excused
leave at 2:30

(3) EXPRESSIONS FOR GIVING PERMISSION

sure
alright
certainly
of course
no problem
go ahead

GRAMMAR STRUCTURES

MODALS: CAN, MAY (PERMISSION)

YES/NO QUESTIONS AND SHORT ANSWERS

WANT TO/HAVE TO + VERBS

This is primarily an oral/aural objective. *** "May" is a bit more formal than "Can": they can both be used for permission. (They also have other meanings: "can"/ability; "may"/possibility.) *** Learners can usually think of more situations for which they have wanted to ask permission but did not know what to say. *** When using short request forms (see VOCABULARY (1)), it is necessary to accompany the request with a gesture, such as lifting the desired object (e.g. pencil) while asking for permission.

CLASSROOM NOTES

Course Number 301
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Command-action sequence:
  - 1. Training Specialist models the sequence.
  - 2. Whole class activity.
  - 3. Learner-learner commands.
- b. Short dialogue.
- c. Vocabulary drill:
  - see action; then name it.
- d. Expansion drill:
  - Learner names an action and then asks permission to do it.
- e. Situation-response practice.
- f. Role play.

Reading and Writing:

- a. Dialogue fill-in.
- b. Dialogue construction.

EXPRESSING ABILITY AND INABILITY

SAMPLE LIFE SITUATIONS

** A job applicant answers questions about his skills.
** An employee is asked by his supervisor if he can take on a new responsibility.
** A tenant asks a friendly neighbor if he can repair something broken in her apartment.
** A Training Specialist asks the class if they can complete the assignment individually.

TARGET SENTENCE PATTERNS

Uh-huh (1).

Unh-uh (2).

No, it's too heavy (3).

Can you fix this?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Can you do this?	Uh-huh. (yes) Unh-uh. (no) Naw. (no) (appropriate head moves) A little.
Can you repair the shower? Can you cook? Do you know how to sew?	Sure. It's easy. No, it's too hard. No, I don't. Can you fix cars?
Can you type this?	No, it's too long. Can you move this? No, it's too big.
Can you understand this? Why not?	I don't think so. It's too hard.

VOCABULARY

(1) EXPRESSIONS OF ABILITY

Uh-huh. Of course.
Yes. No problem.
Sure. It's easy.
I think so.

(2) EXPRESSIONS OF INABILITY

Unh-uh. Naw.
No. I don't think so.
Nope. I don't know how.

(3) SELECTED ADJECTIVES

high big hard
tall heavy difficult
long

SELECTED VERBS OF ACTIONS

GRAMMAR STRUCTURES

MODAL: CAN (ABILITY)

DO (MAIN VERB)-ACTIVITY
(Ex. "do one's work")

TOO + ADJECTIVE

YES/NO QUESTION WITH "CAN"

"Can" means ability as well as permission. Help learners to see this. *** Introduce but do not emphasize the contrast between how to say "Can't" vs. "Can". *** TOO HARD, etc. is the primary grammar focus in this lesson. Also, practice questions and short answers for review. *** Explain that "I don't think so" is the negative for "I think so." *** Other negatives were practiced in 301-3, Expressing Uncertainty or Lack of Knowledge.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   picture cards.

b. Repetition.

c. Substitution drill.

d. Expansion drill: add "I can."
   Ex. TS: Wash windows.
   CL: I can wash windows.
   etc.

e. Directed response drill:
   yes/no questions with "can."

f. Transformation drill.
   Ex. TS: She fixes cars.
   CL: She can fix cars.

Reading and Writing:

a. Fill-in:
   Learners list what they can do.
   Ex. I can _______.

b. Dialogue fill-in.

c. Dictation.

Course Number 301
Communication Objective 6

UNDERSTANDING AND REPORTING SEQUENCES OF ACTIVITIES

SAMPLE LIFE SITUATIONS

** A victim reports the details of a crime to the police.
** A worker describes an accident to a supervisor.
** Friends/classmates narrate their past weekend's activities to one another.
** Roommates tell each other of the day's events.

TARGET SENTENCE PATTERNS

Tell me about your day (1A)/the accident (1B).

What did you do yesterday (2)?

What did you do (3) then?

What happened next/after that (4)?

Then what?

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Friday night I went to the movies. Saturday morning I washed the car. What did you do then? Then what? And after that?
	Tell me about the accident.
First, a car came out of this alley. It didn't stop. It hit the bus. Then it hit a lamp post and ran over a garbage can.	
Reading and writing	What happened next?
I was late for work this morning. The "L" didn't come for a half hour.	

VOCABULARY

(1) SELECTED NOUNS

A day, weekend, vacation
B accident, movie, story, crime

(2) TIME EXPRESSIONS

yesterday
last night
last week
last month
the day before yesterday
last year

(3) SELECTED VERBS

do hear see say

(4) SEQUENCE WORDS

next after that then

GRAMMAR STRUCTURES

ORDINAL NUMBERS
(Ex. first/1st, eighth/8th)

PAST TENSE VERBS, REGULAR and IRREGULAR

PAST TENSE VERBS, NEGATIVE: DIDN'T

☞ Help students use appropriate intonation to report and ask questions about a sequence of activities.

CLASSROOM NOTES

Course Number 301
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Command-action sequence: narrative story.
  - 1. Whole class activity.
  - 2. Learner-learner commands.
- b. Short dialogue.
- c. Substitution drill: based on Command-action sequence.
- d. Learners describe picture sequences in small groups or pairs.
- e. Problem solving: Learners re-order scrambled picture sequences.
- f. Focused listening: order of events.
- g. Monologue: individual narratives. personal experiences told as a story. Sample topics:
  - 1. How I escaped/left my country.
  - 2. How I found my apartment.

Reading and Writing:

- a. Language experience story.
- b. Reading passages: toy/machine assembly instructions.

Course Number 301
Communication Objective 7

IDENTIFYING AND DESCRIBING ONE'S BELONGINGS

SAMPLE LIFE SITUATIONS

** Learners answer questions about ownership.
** Homeowners discuss the real estate on their block.
** Workers discuss whose tools were not put back in place.
** Neighbors discuss whose car was towed away.

TARGET SENTENCE PATTERNS

Is this/Are these his?
This is/Those are mine.
It's mine.
Mine is/are checked (1).
Mine is/are the checked (1) one(s).
Mine is/are the red (2) one(s).
I have (3) a car (4).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Whose are those?	These are mine.
Who does this belong to?	They're mine.
	Those are his.
Does this belong to you?	Is this your coat?
	Is this yours?
	No. Mine is the red one.
	Mine is red.
	It's not mine.
	Are these your shoes?
	No, they have their own.
	Do you have a car?
	Yeah. I have one.
	Where is it?
	It's home.
	It's at home.
	It's at school.
Who owns that blue Datsun?	
Whose red Plymouth is that?	

VOCABULARY

(1) ADJECTIVES OF PHYSICAL DESCRIPTION

big
small
new
old
clean
dirty
wrinkled
messy
broken
torn
long
short
checked
striped
solid
plaid

(2) ADJECTIVES OF COLOR
see Vocabulary 201-7

(3) VERBS OF OWNERSHIP

have
own
have got
got
bought

(4) COMMON POSSESSIONS

radio
stereo
TV
car
bicycle
motorcycle
key ring
clock radio

GRAMMAR STRUCTURES

POSSESSIVE ADJECTIVES
(Ex. my, your, etc)

PRONOUNS-DEMONSTRATIVES: THIS, THAT, THESE, THOSE
-REPLACIVES: ONE, ONES
-POSSESSIVES
(Ex. mine, yours, etc.)

NOUN-NOUN CONSTRUCTIONS
(Ex. key ring, door knob)

☞ A lot of work should be done with the pronouns "one" and "ones". They are used fairly frequently. They replace other nouns in natural speech. Ex. "Don't use the blue pen. Use the red one when you check inventory."

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Question-answer drill.

c. Vocabulary expansion:
   1. Identification of classmates' possessions.
   2. Noun-noun constructions.

d. Substitution drill:
   possessive pronouns.

e. Transformation drill:
   change possessive adjectives to pronouns.

f. Substitution table.

g. Situational dialogue.

h. Discussion:
   Learners talk about possessions which are personally important to them.

Reading and Writing:

a. Fill-in exercises:
   possessive adjectives.

b. Cloze.

Course Number 301
Communication Objective 7

BEGINNING ESL

Course Number 301
Communication Objective 8

IDENTIFYING AND DESCRIBING ITEMS AND THEIR PARTS

SAMPLE LIFE SITUATIONS

** A customer asks for parts or tools at a hardware store.
** A worker describes a broken part of a machine in need of repair.
** A learner draws and describes an item used in his native country, not found in Chicago.
** A worker describes a misplaced item.

TARGET SENTENCE PATTERNS

I don't understand. Show me.

What is this/that?

It is torn (1)/wood (3).

It has a seat (2) and four legs (2).

(It's) a plastic (3) one.

SAMPLE LANGUAGE

Listening Only	Listening and Speaking
What is this?	It's a table. It's a chair. It's a desk.
	What is this/that?
What does it look like? What's it look like?	Like this (drawing). It has a seat, a back, and 4 legs. 7 drawers and 4 legs.
Fine. Do you need a standard or Phillips head?	I want a screwdriver.
Was/Is it a solid one or a patterned one?	It is/was a patterned one.

VOCABULARY

(1) DESCRIPTIVE ADJECTIVES

torn
scratched
broken

(2) PARTS OF OBJECTS

seat
back
hood
trunk
leg(s)
drawer(s)
wheel(s)
roller(s)
top
handle
cover

(3) COMPLEMENTARY PAIRS

large--small
wood--plastic
pleated--straight
patterned--solid
generic--brand-name
cheap--expensive

GRAMMAR STRUCTURES

PRONOUNS -SUBJECTIVE: IT
-DEMONSTRATIVES: THIS, THAT
-REPLACIVE: ONE

VERBS - PRESENT, PAST: TO BE
TO HAVE

WH-QUESTIONS

☞ "What does" and "What is" can both be pronounced "What's" especially in normal, casual speech. *** Emphasize student use of natural stress, intonation, and speed.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Substitution drill.

c. Vocabulary drill:
picture identification.

d. Vocabulary expansion:
object comparison.

e. Focused listening:
  1. Learners listen to description of object.
  2. Learners draw objects.

f. Situation-response practice.

g. Situational dialogue.

h. Role play.

Reading and Writing:

a. Read sample shopping list.

b. Focused reading:
furniture/appliance assembly instructions.

c. Dictation.

Course Number 301
Communication Objective 8

BEGINNING ESL

Course Number 301
Communication Objective 9

DESCRIBING AMOUNTS AND QUANTITIES

SAMPLE LIFE SITUATIONS

** A customer asks for a quantity of items at a store.
** A busboy is asked to set a table.
** A worker reports the production for the week to his supervisor.
** Roommates order Chinese food on the telephone for home delivery.

TARGET SENTENCE PATTERNS

That's too much.

Yes, that's all/it.

Give me some/a pound of apples (1).

I want (a dozen) eggs (2).

SAMPLE LANGUAGE

Listening only	Listening and speaking
How much? This much? It's a little over.	I want some butter. One pound please. That's O.K.
How many? Do you want a lot or a few?	I want some rolls, please. Well, give me a dozen.
Do you want any fruit or vegetables? How much corn? Is that all?	Yes, I'll take about 5 pounds of apples and some corn. Give me a half dozen. Yes. That's it. Yes. That's all. O.K., 6 knives? Only 6 forks? That's 6 spoons?

VOCABULARY

(1) ITEMS SOLD BY THE POUND

- fruit
- vegetables
- butter
- cheese
- meats
- sugar
- flour
- coffee
- candy
- cookies
- chocolate

(2) ITEMS SOLD BY THE DOZEN

- eggs
- corn
- donuts
- rolls
- pencils

GRAMMAR STRUCTURES

SOME/MORE + NOUN

HOW MUCH and HOW MANY

TOO MUCH, TOO MANY

VERBS: TAKE, GIVE + OBJECT PRONOUN

ONLY/ABOUT (QUANTITY MODIFIERS)

The colloquial pronunciations of "Do you" and "Give me" are "D' ya", "Gimme". *** This is the first contrast between MUCH and MANY. Learners often use "too much" when they mean "a lot." Teach that TOO MUCH means that there is a problem of some kind. *** Refer to 202-9, Asking for Things.

CLASSROOM NOTES

Course Number 301
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Vocabulary expansion:
    use real objects.

c. Vocabulary drill:
    match cards/pictures.

d. Oral listing of items.

e. Substitution-correlation drill.
    Ex. How much ________?
        How many ________?

f. Cued pair practice with information cards.

g. Role play.

Reading and Writing:

a. Write shopping list.

b. Vocabulary drill:

    Match items with the name(s) of the units it is measured by.
    Ex. milk - quart, gallon.
        meat - pound
        etc.

Course Number 301
Communication Objective 10

DESCRIBING WHAT'S WRONG WITH SOMETHING

SAMPLE LIFE SITUATIONS

** A customer returns spoiled food to a grocery store.
** A customer tries on clothes or shoes which don't fit.
** A tenant complains to the landlord about the apartment's poor heating.
** A worker describes a bad machine part to the supervisor.

TARGET SENTENCE PATTERNS

What's wrong?

It doesn't work.

It's broken(1).

The faucet is broken.

It's (a little) too loose (2).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Well, how does it fit/feel?	It's a little too big. The sleeves are too long. I don't really like the color.
What's wrong?	The sink is broken and the floor is wet. Please come and fix it.
How did that happen?	We were using it and it broke.
What's wrong with it?	What's wrong? A leg is broken.
What's the matter with it?	The top is scratched. It doesn't work.

VOCABULARY

(1) PROBLEMS (ADJECTIVES)

broken
blocked
clogged
leaking
cracked
overflowing

(2) SELECTED ADJECTIVES

big
small
tight
loose
cheap
dark
light
long
short
modern
expensive
old-fashioned
bright

GRAMMAR STRUCTURES

EXPRESSIONS with "A LITTLE" + ADJECTIVE:
(Ex. "a little fat.")

TOO + ADJECTIVE:
(Ex. "too long!")

☞ These suggested situations are the most common ones. Allow students to suggest additional situations where they wish they could say something in English. Provide them with phrases they could have used or could use, without worrying about all the grammar of those phrases at this stage.

CLASSROOM NOTES

Course Number 301
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion:
pictures.

c. Repetition.

d. Expansion drill:
Add "too" to sentences.
Ex. TS: The sleeves are long.
CL: The sleeves are too long.

e. Substitution-correlation drill.

f. Situation-response practice.

g. Role play.

Reading and Writing:

a. Dialogue fill-in.

b. Dialogue construction.

Course Number 301
Communication Objective 11

REJECTING SOMETHING AND CORRECTING SOMEONE POLITELY

SAMPLE LIFE SITUATIONS

- ** A learner is called by the wrong name and corrects the error.
- ** A supervisor mispronounces the name of a new employee. Co-workers correct him.
- ** A clerk misspells a client's name on a form. The client informs the clerk of the error.
- ** A customer returns wrong cash change from cashier.

TARGET SENTENCE PATTERNS

Excuse me (1). It's not A-N-N. It's A-N-A.
Please, call me Annie, not Anna.
Sorry. I don't want that.
No, thank-you.

SAMPLE LANGUAGE

Listening only	Listening and speaking
No, that's not what I want.	Sorry. I don't want that. No, thank-you. No, thanks.
	Excuse me. It's not D-O-N. It's D-O-N-G.
	Please call me Anna. That's my name.
	Sorry. I'm Aurelia. Aurora's in shipping.
	Pardon me, I gave you a twenty. This is change for a ten.

VOCABULARY

mistake
wrong
error

full name
nickname

change
dollars
bills
too much
too little

(1) OPENING EXPRESSIONS FOR CORRECTIONS

Excuse me ....
Pardon me ....
Sorry ....
Please ....

GRAMMAR STRUCTURES

POLITENESS TERMS (Ex. Pardon me....)

PRESENT TENSE: BE

NEGATIVES: NOT

☞ Often, learners with limited language ability are reluctant to correct others or verbally defend themselves. This objective attempts to give adults the language necessary to reject something or correct others without being offensive.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Situational dialogue.

c. Vocabulary expansion:
 politeness terms.

d. Expansion drill:
 add politeness terms to statements of correction.
 Ex. TS: My name is Gina.
 CL: Excuse me. My name is Gina.
 TS: I spell it G-I-N-A.
 CL: Excuse me. I spell it G-I-N-A.

e. Role play.

f. Conversation circle:
 behavior and manners of politeness and rudeness in America.

Reading and Writing:

a. Cloze.

b. Dialogue construction.

ASKING FOR ASSISTANCE AND RESPONDING TO REQUESTS

SAMPLE LIFE SITUATIONS

** An applicant for citizenship requests assistance from his sponsor in studying for the citizenship examination.
** A worker requests assistance from a co-worker in moving a heavy object.
** A driver needs help pushing his car in a snowstorm.
** A worker agrees to take lunch orders for the others.

TARGET SENTENCE PATTERNS

Excuse me.
Can you help me?
Could (1) you help me push my car?
Help me move this, please.
Yes, a shovel, please.
Sure (2).
I need (3) some help (4).

SAMPLE LANGUAGE

Listening only

Sure, what can I do for you?

Hey, can you give me a hand?
Sure, whaddya want?
My car's stuck in the snow.
I could use a push.

Can I get you something?
Do you need anything?

Listening and speaking

Can you help me? Sure.

Could you help me study for the test? No problem.

Excuse me. Could you please help me?
Sure, What do you want?
Help me move this please.
O.K. Right away.
No problem. I'll be right there.
Sorry, I can't.
My back is sore.

Yeah, a hamburger, please.
Yes, a band-aid, please.
Yes, I need some help.

VOCABULARY

help (someone) out
give (someone) a hand
use a hand
need a hand

(1) MODALS OF REQUEST

could would will

(2) COMMON RESPONSES TO REQUESTS

Sure.
OK.
No problem.
Right away.
Sorry, I can't.

(3) VERBS OF REQUEST

need would like want

(4) SELECTED NOUNS

help information (etc.)

GRAMMAR STRUCTURES

YES/NO QUESTIONS (Ex. "Can you help?")

"I'd like" can be equated with "I need" or "I want".*** "Can you", "Could you" and "Please" can all be used to begin polite requests.*** Elicit other situations from the learners that are appropriate to their needs, and supply them with the necessary vocabulary. ***Refer to 203-10, Getting Someone's Attention and Asking for Assistance.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
b. Command-action sequence.
c. Repetition.
d. Substitution drill.
e. Expansion drill.
    (Ex. "Excuse me. Could you" + request.)
f. Conversation circle.
g. Situation-response practice.
h. Role play.

Reading and Writing:

a. Dialogue fill-in.
b. Dialogue construction.

GIVING AND UNDERSTANDING SIMPLE MESSAGES

SAMPLE LIFE SITUATIONS

** A friend does not answer the door; the visitor leaves a note.

** A family's bell is out of order; they post a note on the door.

** A worker tells his boss of a visitor or caller s/he missed seeing or talking to.

** A girl/boy friend calls for a loved one; a sibling, parent or roommate takes a message.

TARGET SENTENCE PATTERNS

I'm sorry, she is out.

Can I take/leave a message (1B)?

Can I have your name (1A)?

Could you repeat that (again) please?

Would you spell that?

SAMPLE LANGUAGE

Listening only	Listening and speaking
May I speak to/see Ms. Roberts, please? She's away from her desk.	She's not here right now. She's out. Can I take a message? Can I leave a message?
Can you tell me when you expect her back/to return?	I'm sorry, I can't (say). I don't know.
Tell him Tom Farber called.	This is Mr. Usha. OK. Would you spell that?
	Can I have your phone number, please?

VOCABULARY

message
note
say
spell
repeat
again
please
sorry
thank you

(1) A. PERSONAL INFORMATION

name
company's name
extension number
phone number
area code

B. EXPRESSIONS

take a message
leave a message
leave a note (for him/her)

GRAMMAR STRUCTURES

SIMPLE PAST TENSE: BE and OTHER VERBS
TELL + INDIRECT OBJECT + OBJECT
(Someone) (Something)
MODALS: CAN, WOULD, COULD

☞ Review Modals "Can," "Would," "Could".*** Get Teletrainer equipment from Illinois Bell, if possible.*** Refer to 201-12, Introducing and Identifying Oneself; 201-14, Spelling to Do Something; and 402-7, Giving Instructions, Directions, Orders for multi-leveling or reteaching.

CLASSROOM NOTES

Course Number 302
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
b. Repetition.
c. Vocabulary drill:
   cued production.
d. Focused listening:
   listen to message and select the correct note.
e. Spelling names aloud.
f. Dialogue construction:
   1. Read note.
   2. Develop dialogue that could have happened.
g. Role play.

Reading and Writing:

a. Copy notes, messages.
b. Listen and take notes.
c. Dictation: messages.

ASKING OR TELLING SOMEONE TO DO SOMETHING

SAMPLE LIFE SITUATIONS

** Friends discuss doing something later, such as, on Saturday night.
** A worker requests another co-worker to close the door.
** A supervisor tells workers not to smoke in certain areas of the factory.
** A service station attendant requests a car owner to move his car.

SAMPLE LANGUAGE

Listening only

Manuel, let's go. It's time to clean up now. Get the vacuum going now.

Listening and speaking

It's cold in here. Could you close the door?
No, you close it.
OK, just a minute.
Yes, whatever you say.

Dialogue (3 people)

A: It's too windy in here. Would you mind shutting the window?
B: I'm busy. Could you? (to "C")
C: Why don't you? You're closer. (to "B")
B: But it was your idea. Why don't you? (to "A")
A: Alright. I will.

TARGET SENTENCE PATTERNS

Could you move your car, please?
Would you mind moving your car, please?
Would you mind not smoking?
Sure (1).
Could you? I'm too busy.
Why don't you?

VOCABULARY

(1) POSITIVE RESPONSES

Sure.
Alright.
Not at all.
O.K., just a minute.
Why not?
Yes, whatever you say.

VOCABULARY FOR FRIEND SITUATION

Saturday
night
see
meet
pick (someone) up
movie
downtown

VOCABULARY FOR CO-WORKERS SITUATION

close (v)
shut
door
close (adj)
closer

VOCABULARY FOR FACTORY SITUATION

No smoking
flammable
sign
fire
matches
cigarettes
here
there

VOCABULARY FOR CAR SITUATION

move (someone's) car
fill'er up
gas pump

GRAMMAR STRUCTURES

OBJECTIVE PRONOUNS: (Ex. me, him, her, etc.)

TOO + ADJECTIVE

ADJECTIVES: COMPARATIVES (Ex. close, closer)

☞ Introduce pronunciation of "would ya" and "could ya" in normal casual speech.
*** Review actions from 201-7,9, and 10.
Refer to 301-4, Permission; 301-5, Ability and Inability; and 203-2, Asking Someone to Do Something, and reteach if necessary.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion: discussion of pictures.
b. Dialogue.
c. Command-action sequence.
d. Vocabulary drill:
    cued production.
e. Transformation drill:
    change indirect object to objective pronoun.
f. Situation-structure practice.
g. Role play.
h. Conversation circle.

Reading and Writing:

a. Jigsaw dialogue.
b. Reading passages: narratives.
c. Transformation drill.

Course Number 302
Communication Objective 4

ASKING FOR CLARIFICATION OR DEMONSTRATION

SAMPLE LIFE SITUATIONS

- ** Learners ask their teacher to explain their homework assignment again.
- ** A passenger asks a CTA conductor to repeat the directions as they look at an 'L' route map.
- ** A worker asks his supervisor to show him how to do a new task.
- ** A boyfriend asks his girlfriend to show him new dance steps.

TARGET SENTENCE PATTERNS

I don't understand/remember.

(Would you) show (1) it to me again.

Why that way?

What's this/that word?

Which one?

SAMPLE LANGUAGE

Listening only	Listening and speaking
	What's this word? Explain it (to me) one more time.
Get off at Washington.	How do I get there? Is that after Monroe? Would you show it to me again, please?
What did I tell you?	I don't remember? I don't understand. Why that way? Which one?
1,2, cha cha cha. O.K. 1,2, cha cha cha.	Would you show me that again? Oh, I see....

VOCABULARY

(1) SELECTED VERBS
give tell show explain

VOCABULARY FOR HOMEWORK SITUATION
explain word homework
show example assignment
write worksheet

VOCABULARY FOR 'L' SITUATION
get on/off 'L' stop before
walk bus stop after
turn north/south street

VOCABULARY FOR FACTORY SITUATION
turn on/off machine first
show tool then

VOCABULARY FOR DANCE SITUATION
turn right foot music
move left feet step

GRAMMAR STRUCTURES

GIVE/TELL/SHOW/EXPLAIN + IT + TO HIM/HER etc.
ADVERBS: (again, etc.) AT END OF SENTENCE
WH-WORDS as OBJECTS (Ex. "Tell me when.")

☞ Refer to 201-15, Expressing Understanding and Not Understanding; 202-4, Asking for Repetition or Clarification; and 303-2, Clarifying or Specifying for expansion of this objective.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Dialogue.
b. Repetition.
c. Substitution drill.
d. Role play.
e. Situational practice.
f. Real-life contact activities.

Reading and Writing:

a. Reading passages.
b. Situation-structure practice.
c. Problem-solving: pair activity.
    Narrative paragraph about a confusing situation is handed out to the learners. Learners must decide which clarifying questions they would use.

Course Number 302
Communication Objective 4

EXPRESSING EMOTIONS

SAMPLE LIFE SITUATIONS

- ** Workers in a factory discuss a possible lay-off.
- ** A witness to a fall asks the victim if he is hurt.
- ** A person who moved away arrives unexpectedly at a friend's house during a visit to Chicago.
- ** A parent announces a birth in the family to the neighbors.

TARGET SENTENCE PATTERNS

Are you hurt/O.K.?

You look worried(1).

I'm (so) happy (1).

I can't help it.

I can't help thinking (2) about it.

Me, too.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I'm so worried.
Oh, you know, the rent, mainly.	What about?
	The lay - off.
	I can't stop worrying about it.
	Me, too.
Do you need any help?	Are you OK? Are you hurt?
	Yeah, I guess so.
	No, I don't think so.
	Just surprised.
	No, I'll be alright.
Guess who!	I can't. Who?
(Person gives name)	I'm so surprised! How are you?
	No! Really?
	I can't believe it.
	I'm so happy!
	My sister had a baby, a girl.
	Oh, this is wonderful.

246

VOCABULARY

look	help	think (+ so)
feel	hurt	guess (+ so)

(1) ADJECTIVES OF EMOTION

happy	worried	angry
pleased	relieved	mad
surprised	frightened	upset

(2) SELECTED VERBS

thinking	talking	worrying

SELECTED EXPRESSIONS

Great!	Wonderful!	(joy)
Oh my goodness!		(surprise)
I'm scared (to death)!		(fear)

247

GRAMMAR STRUCTURES

PAST PARTICIPLE as ADJECTIVE (Ex. "worried")

INTENSIFIER: SO

The word "so" is used in two different ways in this objective: the first, as an intensifier for adjectives (Ex. "I'm so happy."); the second, as a substitute for that-clauses (Ex. I think that I am hurt = I think so.) *** Refer to 202-11, Describing One's Physical or Emotional State; 303-1, Describing Someone's Appearance; 401-9; Expressing Sympathy, Congratulations, Happiness; and 402-2, Expressing Hope, Disappointment, Satisfaction.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary drill:
   listening and picture cues.

b. Dialogue.

c. Repetition.

d. Question-answer drill:
   learners give their opinions.

e. Situation-response practice.

f. Monologue:
   learners' personal experiences.

Reading and Writing:

a. Language experience story.

b. Cloze.

c. Dictation.

d. Jigsaw dialogue.

Course Number 302
Communication Objective 6

DESCRIBING TIME PERIODS

SAMPLE LIFE SITUATIONS

** Learners discuss how long it takes to get to class.
** Factory worker estimates how long it will take to complete a task.
** Cooks discuss the time and temperature needed to make a dish.
** A public aid worker informs applicants how long it will take until they receive their first checks.

TARGET SENTENCE PATTERNS

(It takes) About 15 minutes (1A and B).

(It takes) 1 hour (1A and B).

(It takes) A couple of hours (1).

From 10 to 12.

All day (1B and C).

SAMPLE LANGUAGE

Listening only	Listening and speaking
How long does it take to make (that)?	All day. (It takes) 4 hours or so.
How long does it (take to) cook?	As long as it takes.
How long do you have to do that (for)?	Until it's ready.
How long did you do that (for)?	A couple of hours. From 10 to 12.
How long does it take (you) to get here?	It takes (me) about 25 minutes.

VOCABULARY

take
long
about
only
couple of

(1) UNITS OF TIME

A. minute (s)
hour (s)

B. day
week
month
year

C. morning
afternoon
night

GRAMMAR STRUCTURES

QUESTIONS: HOW LONG
IT TAKES (Fixed expression)
TIME ESTIMATORS: ABOUT, OR SO, ONLY,
A COUPLE OF

☞ The fixed expression "It takes" should be practiced in context.*** Review 301-2, Reporting Times of Activities.

CLASSROOM NOTES

Course Number 302
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   discussion of duration of common tasks.
b. Short dialogue.
c. Vocabulary expansion.
d. Addition and Subtraction of time.
e. Substitution drill: time.
   Ex. TS: It takes four hours or so.
   Fifteen minutes.
   CL: It takes 15 minutes or so.
f. Situational dialogue.
g. Role play.

Reading and Writing:

a. Schedule making.
b. Schedule reading.
c. Fill-in: work time sheets.

BEGINNING ESL

Course Number 302
Communication Objective 7

DESCRIBING PLANS FOR THE FUTURE

SAMPLE LIFE SITUATIONS

- ** Factory workers discuss the upcoming production work schedule with their supervisor.
- ** Friends discuss optional activity for the coming week-end.
- ** Learners discuss their career and personal plans.
- ** An engaged couple discuss their future plans.

TARGET SENTENCE PATTERNS

I'd like to see a movie.

(I think) I'll go back to Poland.

I'm (not) going to get married.

They plan to move next month.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do we have overtime tomorrow?	Yes, we do.
What about Friday?	No overtime on Friday.
What do we do next Monday?	We'll change shifts on Monday.
What're you doing this weekend?	I'm going out. I'm taking a friend out to dinner.
Oh yeah? Who're you going out with?	I think I'll go back to Mexico at Christmas.
How would you describe your plans for the future?	What will you do with no job? I'd like to go to school. I want to be a mechanic. (I was a mechanic in Poland).
We're thinking about getting married in about 2 years.	We're going to get married in June.

VOCABULARY

VOCABULARY FOR FACTORY SITUATION

workers
supervisor
work schedule
overtime
shift

VOCABULARY FOR WEEKEND SITUATION

do
weekend
see
movie
take
dinner

VOCABULARY FOR LEARNER SITUATION

think
like
go
school
job
mechanic
back
to
in

VOCABULARY FOR COUPLE SITUATION

think
go
get
married
engaged
about
in

GRAMMAR STRUCTURES

FUTURE TIME with SIMPLE PRESENT TENSE

FUTURE TIME with PRESENT CONTINUOUS TENSE

FUTURE TIME with BE GOING TO + VERB

'D LIKE (WOULD LIKE) TO + VERB

☞ In English, there are several ways of showing future time: with will (a modal auxiliary); with simple present verbs (Ex. "He leaves tomorrow."); with ING forms (Ex. "They're coming later." "Am I going to be paid?"). While it may be correct to teach the grammar of each form separately, it is inaccurate to teach only one future form to adult learners.

CLASSROOM NOTES

Course Number 302

Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Discussion:
planned classroom activities for the week or month.

c. Conversation circle.

d. Focused listening:
learners give oral summary after listening to dialogue.

e. Question-answer drills:
learners discuss personal plans.

f. Role play:
interviews with famous people.

Reading and Writing:

a. Language experience story:
individual plans for future activities.

b. Jigsaw dialogue.

c. Reading passages: narratives.

d. Note important dates, plans or activities on a calendar.

Course Number 302
Communication Objective 8

GIVING EXCUSES OR EXPLANATIONS FOR NOT BEING SOMEWHERE

SAMPLE LIFE SITUATIONS

- ** A worker calls in to work to tell them he will be coming in a little late.
- ** A learner makes excuses to the teacher for a week's absence.
- ** A boyfriend makes an excuse for "standing up" a girlfriend, or vice-versa.
- ** A patient telephones a doctor's office to reschedule an appointment; the receptionist asks her why.

SAMPLE LANGUAGE

Why are you late?	The bus was late. I couldn't help it. I'm sorry. My alarm didn't work. I overslept. I wasn't feeling well.
Why weren't you here last week?	Why were you absent last week? My sister had a baby. I had to help her.
You were supposed to pick me up at 7. What happened? Why didn't you show (up)? How come you didn't call?	I got sick. Please understand. I couldn't call. I forgot. I'm sorry.
Why are you changing the appointment?	I can't come tomorrow evening. I have to work overtime.

TARGET SENTENCE PATTERNS

Why were you absent/late?

I'm sorry.

I forgot.

I can't/couldn't help it.

I have/had to work late.

VOCABULARY

VOCABULARY FOR WORKER SITUATION

call
overslept
work
supervisor
late
alarm

VOCABULARY FOR LEARNER SITUATION

sister
baby
have to
help
absent

VOCABULARY FOR BOYFRIEND SITUATION

pick (someone) up
stand (someone) up
show up
break up
date
call

VOCABULARY FOR APPOINTMENT SITUATION

receptionist
secretary
patient
doctor
change
cancel
re-schedule
appointment
overtime
late

GRAMMAR STRUCTURES

TOO MUCH/NOT ENOUGH + NOUN

PAST TENSE VERBS: REGULAR and IRREGULAR VERBS

PAST TENSE VERBS: BE (WAS, WERE)

QUESTIONS: WHY

Refer to 302-9, Stating Reasons for Doing Something; 303-9, Giving Excuses and Explanations for Not Doing Something; and 303-10, Expressing Necessity or Obligation, for expansion of this objective.

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Vocabulary drill: past tense verbs.
c. Repetition.
d. Situation-response practice.
e. Monologue: a personal experience.
f. Role play.

Reading and Writing:

a. Controlled composition.
b. Write apology notes.
c. Reading passages.
d. Jigsaw dialogue.
e. Dialogue construction.

CLASSROOM NOTES

Course Number 302
Communication Objective 8

STATING REASONS FOR DOING SOMETHING

SAMPLE LIFE SITUATIONS

** A job applicant answers personal questions during an interview.
** A worker explains to his supervisor why he is doing a task.
** Neighbors ask a new resident why he moved to Chicago/the neighborhood.
** Friends/learners talk about why they left their native countries.

TARGET SENTENCE PATTERNS

(Because) The boss told me to.
(Because) There's no freedom in my country.
(I came here because) There's a war in my country
I did/finished that already.
Jim told me to wash the floor.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I told you to separate the nuts and bolts and put them in separate boxes.	I finished that already.
Why are you washing the floor?	Because José told me to.
Why are you doing that now?	Mr. Hamm, the boss, told me to.
Why did you go to a movie last night? You needed to study.	Because I needed to relax. My books gave me a headache.
Why did you leave Russia/Guatamala/Haiti/Poland? I don't like fascism.	I left because there is no freedom in my country. I don't like communism. There was a war. We escaped.
Why did you come here?	My sister lives here.

262

VOCABULARY

VOCABULARY FOR APPLICANT SITUATION

live
work

family
sponsor
skills

near
in

VOCABULARY FOR WORKER SITUATION

boss
supervisor

finish
tell

because

VOCABULARY FOR NEIGHBOR SITUATION

move
live

work
help

family
friends

here
nearby

VOCABULARY FOR IMMIGRANT SITUATION

freedom
work
food

war
civil war

escape
leave

263

GRAMMAR STRUCTURES

QUESTIONS: WHY
BE: PRESENT, PAST TENSE
THERE as SUBJECT (existential subject)
COORDINATING CONJUNCTION: BECAUSE

☞ Refer to 302-8, Giving Excuses or Explanations for Not Being Somewhere; 303-9, Giving Excuses and Explanations for Not Doing Something; and 303-10, Expressing Necessity or Obligation, for expansion of this objective.

CLASSROOM NOTES

Course Number 302
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Repetition.
c. Sentence combining:
    Use coordinating conjunction "because."
d. Situation-response practice.
e. Focused listening.
f. Role play.

Reading and Writing:

a. Strip story.
b. Jigsaw dialogue.
c. Controlled composition.
d. Dictation.

Course Number 302
Communication Objective 10

REPORTING PAST ACTIVITIES

SAMPLE LIFE SITUATIONS

- ** After a field trip learners tell what they saw.
- ** Friends describe their favorite soccer plays during a sports discussion.
- ** Workers report to a supervisor how a machine was broken.
- ** A patient describes the progression of an illness to a doctor.

TARGET SENTENCE PATTERNS

Did you see the game?

Yes, I did./No, I didn't.

What did you do?

I cleaned the house.

What happened?

I turned it on.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Did you ever win the lottery? Have you ever seen a World Series?	Did you see the new building? Yes, I saw it. Yes, I did.
How did your day go yesterday?	What did you do yesterday? Not much? I stayed home. I saw a man working.
	What happened? I was at the machine. I turned it on. It worked. Then, it made a big noise and stopped. So, I turned it off.

VOCABULARY

VOCABULARY FOR FIELD TRIP SITUATION

field-trip
downtown
museum
paintings
visited
saw

VOCABULARY FOR SPORTS SITUATION

player
goalie
ball
kicked
World Cup

VOCABULARY FOR FACTORY SITUATION

worker
operator
heard
broke
noise
machine

VOCABULARY FOR HEALTH SITUATION

patient
doctor
sickness
felt
was
slept
vomited

GRAMMAR STRUCTURES

PAST TENSE: REGULAR and IRREGULAR VERBS
QUESTIONS with DID
SHORT ANSWERS with DID

☞ Presenting past tense verbs: Learners who have contact with English have acquired some past tense verbs already. Even if not all correct, the past tense verbs that learners already know should be elicited from them by the Training Specialist during grammar portions of the lesson. Recognizing and building from what the learners already know is a positive, encouraging, and rewarding process.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Dialogues.
b. Focused listening: past or not?
c. Substitution drill:
d. Transformation drill: past/present tense.
e. Command-action sequence:
    1. Training Specialist models.
    2. Learners describe the activity.
f. Discussion: sound rules for "ed" (past tense).
g. Interview:
    pair activity, one learner gives cue question and listens to Monologue response.
h. Situational practice.
i. Field trips.

Reading and Writing:

a. Problem-solving: worksheet.
    Learners group verbs into regular and irregular.
b. Language experience story: field trip.
c. Fill-in exercises: past tense.

BEGINNING ESL

Course Number 303
Communication Objective 1

DESCRIBING SOMEONE'S APPEARANCE

SAMPLE LIFE SITUATIONS

- ** Learners describe their family members to each other.
- ** Friends describe their romantic partners (Ex. girlfriends).
- ** Co-workers describe the company president to a new employee.
- ** Witnesses describe an attacker to the police.

TARGET SENTENCE PATTERNS

What does she look like?
She looks like a movie star.
She's slender (1A) and has a good figure.
She's tall (1A) with blond (2) hair.
She looks young (1 A and B).
She's wearing a scarf.
She's very sexy (1B) looking.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Is your sister pretty? What does she look like?	Yes, she's nice . She's tall with dark hair.
Come on. What's she look like?	
How about your brother?	He's funny looking . He's tall and has a beard. He looks strong. He's blond and has green eyes.

Situational Dialogue

A: What was the guy wearing?
B: A checked cap and leather coat.
A: Was it a cap or hat?
B: A dark cap.
A: What color coat?
B: Black, with a belt.
A: So, it was a long coat, right?
B: Right.

VOCABULARY

(1) ADJECTIVES OF PHYSICAL APPEARANCE

A.	tall short	fat thin slender	pretty handsome
B.	sexy healthy strong	funny scary sick	old young

(2) ADJECTIVES FOR HAIR COLOR

black brown	dark auburn	red blond

GRAMMAR STRUCTURES

BE WEARING: PRESENT, PAST ("was/were wearing")
SIMPLE PRESENT: HAVE/HAS, LOOK
LOOK LIKE + NOUN (idiom)
CONTRACTIONS: HE'S, SHE'S, IT'S, THEY'RE, WHAT'S
PREPOSITION: WITH (+ NOUN)

An example of a situational dialogue (from "Suggested Strategies," right) is presented in the SAMPLE LANGUAGE. Only one of the learners, the one reading the left hand side of the dialogue and playing the role of the "American", has an open book. The emphasis for production is the language on the right side of the dialogue. ***Statements "She's pretty looking." and "She looks pretty." are not synonymous; the latter has a more temporary quality. ***Refer to 202-11, Describing One's Physical or Emotional State.

CLASSROOM NOTES

Course Number 303
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion: pictures of people.
b. Question-answer drill.
c. Short dialogue.
d. Substitution - correlation drill.
e. Situational dialogue: pair activity. Only one student per pair has the book open.
f. Compare people's appearance. Use pictures of people in the class.
g. Dialogue construction.
h. Role play.
i. Real-life contact activities: (In pairs.) Learner A goes into department store, stops at several counters looking, then goes upstairs. Learner B comes in a few minutes later, asks if clerk has seen friend and gives a short description.

Reading and Writing:

a. Substitution table: written descriptions of classmates.
b. Fill-in: use picture cues.
c. Cloze.
d. Reading passages: narrative description of people.

Course Number 303
Communication Objective 2

STATING PERSONAL INFORMATION

SAMPLE LIFE SITUATIONS

** An immigrant provides information for citizenship application.
** A job applicant engages in an interview.
** Co-workers talk about themselves during a lunch break.
** New acquaintances talk about themselves at a party.

TARGET SENTENCE PATTERNS

(I work) In the stockroom (1).
I'm a file clerk (2).
(I have been here) Since last week (3A).
(I have worked here) For/about 2 weeks (3 A and B).
Yes, I have/No, I haven't.
What/How about you?

SAMPLE LANGUAGE

Listening only	Listening and speaking
What department do you work in?	In the business office.
What do you do?	I'm a secretary. What about you?
How long have you worked here/there?	About 2 weeks. How about you?
Have you (ever) used an IBM (typewriter) before?	Yes, I have.
Have you taken dictation?	Yes. A little.
How long have you been in this country?	For three years and 2 months.
How many dependents do you have?	I have two children/kids age 6 and 8.
	How much is the salary?

VOCABULARY

(1) WORK LOCATIONS OR DEPARTMENTS

(2) OCCUPATIONS
(See VOCABULARY in 301-1)

(3) TIME PERIODS

A.	week(s)	month(s)	year(s)
B.	days	mornings	afternoons

GRAMMAR STRUCTURES

WH-QUESTIONS: WHAT + NOUN
HOW + ADJECTIVE

SINCE/FOR/ABOUT + TIME DURATION

YES/NO QUESTIONS: PRESENT PERFECT

☞ Learner should learn present perfect (have + participle) for understanding only at this level. *** Distinguish between have/auxillary verb and have/main verb. *** In answering questions with "How long", learners may need to use "since" before points in time, e.g. since 1973, since last week.

CLASSROOM NOTES

Course Number 303
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   hear differences between WH-words.
b. Vocabulary expansion: pictures.
c. Situational dialogue.
d. Repetition.
e. Question-answer drill.
f. Substitution drill.
g. Situation-response practice.
h. Interview: in class.
i. Role play: interview situation.

Reading and Writing:

a. Fill-in: sample job application form.
b. Focused reading:
   1. Alien registration card.
   2. State (Illinois) identification card.
   3. Driver's license.

Course Number 303
Communication Objective 3

CLARIFYING/SPECIFYING

SAMPLE LIFE SITUATIONS

** A learner asks an instructor for clarification regarding an assignment.
** An employee asks his supervisor to repeat and clarify a work task.
** A health worker offers an explanation to a patient.
** A friend discusses a broken or misunderstood agreement.

TARGET SENTENCE PATTERNS

Could you say that again?

Let me show you/explain.
Explain that, please.
Which book?
Not this one - that one.
No, the other one.
The smaller(1)/blue(2) one.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What do you mean by that?	Could you say that again?
	O.K. (repeating) What do you mean?
	I mean, I want to, but I can't.
I'm not sure I follow you.	I don't get it. I don't understand. Let me show you.
O.K. Again, first you turn it on. Then you move the control.	
The control is on the handle.	Which handle?
The one on the left. The bigger one.	The bigger one.
Would you explain?	Explain yourself. Which exercise? Not this page, that one. The other one.

VOCABULARY

explain
understand
follow
repeat
get (=understand)
same
different
other
again
yourself

(1) COMPARATIVE ADJECTIVES

smaller
bigger
longer
shorter
heavier
thicker
thinner
cheaper
darker
higher
newer
older
wider
narrower
taller

(2) COLORS

(see 201-7)

GRAMMAR STRUCTURES

PRONOUNS: THIS, THAT
ONE, OTHER
WHICH
YOURSELF

ADJECTIVES-COMPARATIVES

Review 201-15, Expressing Understanding and Not Understanding; 202-4, Asking for Repetition or Clarification; and 302-4, Asking for Clarification or Demonstration.

CLASSROOM NOTES

Course Number 303
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Focused listening:
  - 1. Learners listen to weather report, then answer questions about the likelihood of rain, etc.
  - 2. Learners listen to statements of possible actions; restate conditions expressed.
- b. Short dialogue.
- c. Repetition.
- d. Substitution drill.
- e. Directed response drill.
- f. Choice drill.
- g. Role play.

Reading and Writing:

- a. Controlled composition.
- b. Focused reading: short paragraphs.

Course Number 303
Communication Objective 4

DESCRIBING RELATIVE LOCATION OF OBJECT

SAMPLE LIFE SITUATIONS

- ** A learner describes the classroom, its content, and where other rooms in the building are.
- ** A careless worker asks his assistant where his tools are.
- ** A neighbor describes the building, street, and block to new resident.
- ** An absentminded person asks her roommate the location of her clothes and possessions.

TARGET SENTENCE PATTERNS

Where's my/the screwdriver?
(It's) On the table.
(It's) Near the door.
The library is across the street.
It's not (too) far.

SAMPLE LANGUAGE

Dialogues

Listening only	Listening and speaking
A: Now where's that hammer?	B: I don't know.
A: It was here a minute ago.	B: I didn't touch it.
A: Come on, hammer. Where are you?	B: Look around. Where did I use it? It can't be far.
A: Honey, did you see my watch?	B: It's on the table next to the bed.
A: I looked there.	B: Well, look again.
A: It's not there.	B: Try the sink. Maybe you took it into the bathroom.

VOCABULARY

in	up	under	near
on	down	across	next (+ to)

VOCABULARY FOR LEARNER SITUATION

classroom	cafeteria	hallway
restroom	basement	lobby

VOCABULARY FOR WORKMAN SITUATION

carpenter	tools	know
assistant	hammer	see
		leave

VOCABULARY FOR NEIGHBOR SITUATION

library	bus stop	grocery
park	street	block

VOCABULARY FOR ROOMMATE SITUATION

know	where	shoes
see	floor	glasses

GRAMMAR STRUCTURES

POST NOUN MODIFIERS:
- ADJECTIVE (Ex. "that is near the hospital").
- PREPOSITIONAL PHRASES (Ex. "next to the bed").
- OF + POSS. PRONOUNS (Ex. "of mine").

☞ Any objects, places, people, etc. can be used in this objective for situational or more controlled practice. ***It is important to help learners see how the same patterns for describing location can be used with difficult vocabulary in different situations.

CLASSROOM NOTES

Course Number 303
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Vocabulary expansion, prepositional phrases: picture cued production.

c. Repetition.

d. Substitution drill:
   1. Ex. TS: Where's my watch?
      CL: Where's my coat?
      TS: Hammer.
   2. Ex. TS: It's on the kitchen table.
      On the shelf.
      CL: It's on the bathroom shelf.
      TS: Near the door.

e. Question-answer drill: picture cues.

f. Situational dialogue.

g. Role play.

h. Real-life contact activities.

Reading and Writing:

a. Focused reading: signs for location.

b. Language experience story.

c. Dialogue construction.

d. Jigsaw dialogue.

BEGINNING ESL

Course Number 303
Communication Objective 5

GIVING DIRECTIONS/DESCRIBING DISTANCES

SAMPLE LIFE SITUATIONS

** One student tells another how to get to a bookstore or a library in the neighborhood.
** A co-worker tells a new employee how to get to the bathroom, stockroom, etc., in the factory.
** A friend gives a caller directions to her home over the telephone.
** A stranger gives a passerby directions.

TARGET SENTENCE PATTERNS

Where's The Art Institute?
How do I get/go there?
How far is it?
Go straight (1A,B,and C) (for) 2 blocks.
Turn east (1 B and C) and keep going until the second stop light.
Take State St. north (1 A and C) to Adams.
Take the elevator up (1A) to the 2nd floor.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How can I get (from Little Village) to the Century Mall?	Go straight for 3 blocks, turn right and keep going until the Standard.
How far is it to your house from the airport?	How far is it? About 6 miles. Not far, really.
How do I get there?	Take the expressway west to Central.
	Where's the office? Where on the 3rd floor?

VOCABULARY

street
block
hallway
floor
stop light
stop sign
corner
until
far

1. DIRECTIONS

A. straight up down
B. right left
C. north east
south west

2. DISTANCES

miles blocks streets

GRAMMAR STRUCTURES

PREPOSITIONS: FROM, TO, ON, UP, DOWN, UNTIL

QUESTIONS: HOW FAR

"IT" AS SUBJECT PRONOUN FOR DISTANCES (Ex. "It's 10 miles.")

NUMBERS: ORDINAL AND CARDINAL

Use a neighborhood, personal situations as well as book dialogues, atlas/mileage charts, CTA maps, etc., as contexts for these lessons. This objective deserves treatment as part of 2 or 3 lessons. ***Review 202-10, Describing Locations; 203-6, Understanding Directions to a Place; 302-1 Asking for Assistance and Responding to Requests; and 303-4, Describing Relative Locations of Objects.

CLASSROOM NOTES

Course Number 303
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence: direction giving.

b. Short dialogue.

c. Focused listening: listen to oral directions and follow the path on a map.

d. Substitution drill: based on map/chart.

e. Question-answer drill: with a map.

f. Role play: performance.

g. Problem solving: small group activity.

Reading and Writing:

a. Map comprehension.

b. Read mileage charts.

REPORTING PARTIAL UNDERSTANDING, PARTIAL COMPLETION OF TASK

SAMPLE LIFE SITUATIONS

** A customer asks a mechanic if he understood her description of her car's malfunctioning.
** A Training Specialist questions learners as to whether they understand the assignment.
** A boss asks an employee whether a work task has been completed.
** A father asks his daughter if she has finished her homework.

TARGET SENTENCE PATTERNS

Do you understand me?
Sure, I understand....
Uh-huh (nodding)./Unh-uh (shaking head).
Yes. (I understood) Everything(1).
I'm almost (2) finished/done.
No, not yet.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you understand what I said? Can you understand what I am saying?	Do you understand me? I understand... A little. Some of it. Everything.
Did you understand?	I understood.
Did you finish that job?	Yeah, I finished.
Are you finished, yet?	I'm almost finished.
Are you done yet?	I didn't start yet.
	I'm only part way done.

VOCABULARY

understand
finish
start
do (done)
part
half
middle
percent
only
yet
all

(1) PART/WHOLE RESPONSES

Everything.
Most (of it).
Some (of it).
Half (of it).
A little.

(2) PART/WHOLE ADVERBS

almost
part way
half way

GRAMMAR STRUCTURES

PAST TENSE VERBS: REGULAR & IRREGULAR

QUESTIONS AND SHORT ANSWERS WITH "DID"

EXPRESSIONS OF DEGREE: A LITTLE, SOME, ALL, HALF

PAST PARTICIPLE: "DONE".

Review 301-9, Describing Amounts and Quantities. ***This is the second objective on simple quantity expressions. Learners should be able to use these by now.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Dialogue.
b. Repetition.
c. Substitution drill.
d. Situation-response practice.
e. Vocabulary practice.
f. Cued production.
g. Role play.

Reading and Writing:

a. Focused reading:
   Read chart of phrases for expressing greater/lesser degrees (of understanding completion).
b. Controlled composition.
c. Strip story.

Course Number 303
Communication Objective 7

OFFERING THINGS

SAMPLE LIFE SITUATIONS

- ** A host(ess) offers guests something to eat and drink.
- ** A friend offers change to a companion who needs to use a pay phone.
- ** A learner offers an unprepared classmate a pen and some paper.
- ** A worker offers a co-worker a tool.

TARGET SENTENCE PATTERNS

Would you like some coffee?

How about a sandwich?

I have a dime.

Do you need/want a pen?

Coffee?

Help yourself.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Would you care for some cake?	Would you like some tea? A full cup? Sugar? Milk? Lemon? Anything else?
Why don't you have another cookie?	How about a cookie?
Help yourself to another.	Help yourself.
(Do you) need another bolt?	(Do you) need a pen?
I just sharpened some pencils.	Do you want one? Yes. please. Uh-huh.
There's an extra sweater over there.	Thanks.
I've got an extra dime. I've got spoons.	I have a dime. I have (an extra) one.

VOCABULARY

VOCABULARY FOR HOST SITUATION

like	piece	cake
guest	cup	coffee
host(ess)	some	tea

VOCABULARY FOR PHONE SITUATION

friend	dollar	pay phone
need	dime	change
have	one	

VOCABULARY FOR CLASSMATE SITUATION

another	pencil	want
extra	paper	need
		have

VOCABULARY FOR WORKER SITUATION

want	pass	tool
need	get	hammer
		screwdriver

GRAMMAR STRUCTURES

QUESTION FORMS: DO YOU NEED...?
DO YOU WANT...?

QUESTIONS: "WOULD YOU"

Offers of one word, such as "Coffee?" are often accompanied by a physical gesture toward the offered item so that the context substitutes for the complete verbal offer.

CLASSROOM NOTES

Course Number 303
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Substitution drill: offering.
   Ex. TS: Would you like some cake?
   Some cookies.
   CL: Would you like some cookies?
   TS: A cup of tea.

d. Directed response drill:
   Learners answer questions with "Yes, please."

e. Situational dialogue.

f. Situation-response practice.

g. Role play.

Reading and Writing:

a. Jigsaw dialogue.

b. Situation-structure practice.

c. Dialogue fill-in.

Communication Objective 8

ACCEPTING AND REFUSING INVITATIONS

SAMPLE LIFE SITUATIONS

** A friend is invited over for dinner.
** A learner asks another out for a date, movie or party.
** A worker asks another to join him/her for an informal drink after the shift.
** A refugee family is invited to a wedding or anniversary party by its sponsor.

TARGET SENTENCE PATTERNS

Sure.

Thanks, I'd love to.

Thanks, but/Sorry, I can't.

I have to go home.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Hey, do you want to get a bite to eat?	Thanks, but no I can't.
Oh, too bad. Why not?	My wife is waiting for me. I have to go home.
Well that's O.K. Another time.	Sure
Can I talk to you for a minute?	Sure, what about?
I was wondering if....	I'd love to.

For reading and writing.

Dear ________.
Please join us Sunday, July 26th
from 11-3 for a backyard barbecue.
Bring your own drinks.....R.S.V.P.

VOCABULARY

invite
come
go
have
join
love(+ to)
happy
thanks
sure
O.K.
sorry
invitation
R.S.V.P.
B.Y.O.B.

VOCABULARY FOR DINNER SITUATION

dinner
at
home
house
Saturday
evening

VOCABULARY FOR DRINK SITUATION

get
bar
beer
home

VOCABULARY FOR DATE SITUATION

see
movie
Saturday

VOCABULARY FOR SPONSOR SITUATION

celebrate
get married
wedding

GRAMMAR STRUCTURES

QUESTION FORMS: DO YOU WANT.....?
WOULD YOU....?

MODAL: CAN (ability)

HAVE TO (necessity)

I WOULD/I'D LIKE

☞ Most learners will probably invite and be invited orally to more informal events, but written invitations should not be ignored when addressing this objective. *** See 401-8, Inviting and Responding to Informal Invitations, for further note.

CLASSROOM NOTES

Course Number 303
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence.

b. Situational dialogue.

c. Short dialogue.

d. Substitution table: forms of inviting.

e. Focused listening:
Discriminate levels of formality.

f. Conversation circle:
Who invites you? to do what?

Reading and Writing:

a. Focused reading:
Read invitations or standard greeting cards.

b. Language experience story.

c. Write notes accepting, declining invitations.

BEGINNING ESL

Course Number 303
Communication Objective 9

GIVING EXCUSES AND EXPLANATIONS FOR NOT DOING SOMETHING

SAMPLE LIFE SITUATIONS

** A worker excuses a slip-up on the job.
** A Training Specialist explains why she/he couldn't get copies made or other class related task completed.
** A friend excuses his failure to pick up someone at the airport.
** A party guest offers an excuse for not dancing.

TARGET SENTENCE PATTERNS

I'm (really) sorry.
I'm too tired.
I (really) couldn't forget.
I couldn't help it.
It's not my fault.
I didn't have enough wire.
We need(ed) more bolts.
The machine is too fast.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Why won't you dance with me?	(I'd like to but) The music's too fast.
I don't believe you. You like fast music.	Anyway I'm tired. I don't dance well.
What happened to you last night?	Oh, no! I'm really sorry. I forgot.
I'm sorry but I couldn't have today's test ready.	Oh, why not?
The copier was broken.	Oh, that's alright.
You didn't finish that order last night. What happened?	I couldn't. We didn't have enough plastic and the foreman had gone home.
	We need more (something). It's not my fault. I couldn't help it.

VOCABULARY

excuse
fault
anyway
enough
materials
machine
tools
run/ran out
break/ break down
forget/forgot

VOCABULARY FOR WORKER SITUATION

cutting machine
electricity
dark
see
shut (down)
turn (off)

VOCABULARY FOR CLASS SITUATION

copier
test
tomorrow

VOCABULARY FOR FRIEND SITUATION

airport
cousin
pick(someone up)
meet
busy

VOCABULARY FOR PARTY SITUATION

music
fast
headache

GRAMMAR STRUCTURES

MODAL: COULD (past ability)

NOT ENOUGH + NOUN (vs. ADJ. + ENOUGH)

TOO + ADJECTIVE (Ex. "The machine is too hot".)

HAD TO (past, necessity)

Practice this objective in both past and present tenses, in situations, and according to learners' abilities. ***"Could" is emphasized for production in this lesson. ***The intensifier "too" expresses a negative quality of excess and implies some kind of problem. ***Review 302-8, Giving Excuses or Explanations for Not Being Somewhere; and 302-9, Stating Reasons for Doing Something. For expansion of this objective, refer to 303-10, Expressing Necessity or Obligation.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion.

c. Substitution drill.

d. Situation-response practice:
   Use individual short narratives.

e. Role play.

Reading and Writing:

a. Written excuses that students want to use.

b. Reading dialogues.

c. Dialogue fill-in.

Course Number 303
Communication Objective 10

EXPRESSING NECESSITY OR OBLIGATION

SAMPLE LIFE SITUATIONS

** A learner tells the Training Specialist why she had to be absent.
** An employee explains to the supervisor why he can't work overtime.
** As a party breaks up, the guests offer excuses for going home and thank the hosts.
** A friend must cancel a lunch date to meet with his children's principal.

TARGET SENTENCE PATTERNS

I have/had to go to the dentist.
I need(ed) to take some medicine.
I should/must go, now.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Why didn't you show up yesterday?	I'm sorry. I had to take my son to the hospital. He had an accident. It was necessary. I had to get out of the house.
I really have to be leaving soon. I got to go now. I gotta be going.	I should go home now. She'll kill me if I don't. I really have to go. I need to be at work at 6:30. I've got to leave now. It's late. I must go to the dentist.

For reading and writing

Requirements.
Shirt and shoes required.
No shoes, no shirt, no service.
All vehicles must be removed by 10:00 P.M.
This door locked 9:30 P.M. to 5:30 A.M.

VOCABULARY

have (to)
got (to)
to
important
necessary

VOCABULARY FOR LEARNER SITUATION

appointment
job
interview
had

GRAMMAR STRUCTURES

HAVE TO/ HAD TO / NEED TO + VERB

HAVE GOT TO + VERB

MODALS: SHOULD, MUST

IF - CLAUSES (Ex. "If I don't, ...")

☞ In casual speech, "I've got to" becomes "I gotta." ***In this lesson, little new vocabulary is introduced. The objective emphasizes more structurally correct uses of known language.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle: personal obligations.
b. Short dialogue.
c. Vocabulary expansion:
   learner requested words.
d. Repetition.
e. Substitution.
f. Situational dialogue.
g. Question-answer drill.
h. Situation -response practice.
i. Role play.

Reading and Writing:

a. Requesting signs.
b. Focused reading: want ads.
c. Language experience story.

Course Number 303
Communication Objective 10

UNDERSTANDING AND EXPRESSING POSSIBILITIES

SAMPLE LIFE SITUATIONS

** Friends make tentative plans to get together.
** Would-be campers hear and discuss the weather report.
** Refugees discuss the possibility of repatriation and changes in government policy.
** A patient receives and discusses the prognosis with her physician.

TARGET SENTENCE PATTERNS

It might rain (tomorrow).
There's little/no chance of that happening.
There's a good (1) chance of that happening.
Almost certainly./Most definitely./Probably not.
If you don't take your medicine then, you will get sick.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Tonight there will be a 20% chance of rain, tomorrow, up to 80%....	It might rain tonight. It will probably rain tomorrow.
Could I have the car by Friday?	I doubt it; probably not before next week.
O.K., by Monday, then? Tuesday for sure?	Monday or Tuesday. Almost certainly. Wednesday, definitely.
Mrs. Viramontes, the X-rays show that your thumb is broken. If we put it in a cast, it will heal faster.	Could there be problems later on? That depends. If you are careful, then everything will be alright.
Can you come over tonight?	Probably....around 7:30. First, I have to go home.

310

VOCABULARY

possible	possibly	possibility
probable	probably	probability
likely	unlikely	fairly
chance	little/no	chance
depend (on)		certainly

100%
- Definite
- Possible
- Don't think so.
- Impossible
0 %

(1) DEGREES OF POSSIBILITY

good poor 50 - 50

311

GRAMMAR STRUCTURES

IF/WHEN CLAUSES

FIXED EXPRESSIONS: "CHANCES ARE"
"IT'S POSSIBLE (THAT)"+CLAUSE

MODAL: WILL (future), CAN (possibility)
MIGHT (possibility), COULD (possibility)

There are many ways to talk about the chances of something happening. The goal here is to have students understand what the possibility of some future event is. *** Expressions such as "..a snowball's chance in hell", "...no way in hell", etc., used to express great unlikeliness are in broad circulation. They are mentioned for the purpose of comprehension. Learners should be warned that these expressions have social weight and may be potentially offensive to the listener/audience.

CLASSROOM NOTES

Course Number 303
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Repetition.
c. Substitution drill.
d. Directed response drill.
e. Vocabulary expansion: learner requested.
f. Focused listening:
    Indicate degree of likelihood.
    Ex. Chance of rain, etc.
g. Discussion:
    Listen and discuss plans of others.
h. Situation response practice.
i. Role play.

Reading and Writing:

a. Jigsaw dialogue.
b. Dialogue fill-in.
c. Focused reading:
    Learners read passages and describe the likelihood of plans.

BEGINNING ESL

Courses 401-402-403

Communication Objectives

Course 401

1. Describing One's Home, Workplace, Neighborhood
2. Describing What Things Are Made Of or Used For
3. Describing Objects (Without Knowing the Name)
4. Understanding and Describing One's Responsibilities
5. Reporting Activities and Experiences (Past)
6. Contrasting Current and Past Activities or Conditions
7. Offering to Help or Do Something
8. Inviting and Responding to Informal Invitations
9. Expressing Sympathy, Congratulations, Happiness
10. Expressing Opinions and Preferences
11. Agreeing or Disagreeing (Politely, Assertively)

Course 402

1. Describing Family, Work and Personal Relationships
2. Expressing Hope, Disappointment, Satisfaction
3. Describing Activities (Without Knowing the Name)
4. Describing Someone's Appearance, Personality, Behavior
5. Expressing Degrees of Understanding, Knowledge, Experience
6. Understanding and Giving Spoken and Written Messages
7. Giving Instructions, Directions, Orders
8. Understanding and Giving Warnings
9. Describing Similarities
10. Describing Differences
11. Stating Whether or Not One Remembers

Course 403

1. Describing Duration of Activities
2. Reporting Presence or Absence of Things or People
3. Expressing Ability and Inability
4. Expressing General or Specific Limitations
5. Reporting and Asking About Changes
6. Expressing Degrees of Similarity and Difference
7. Expressing Personal Needs
8. Describing Personal Experiences
9. Speculating, and Stating Assumptions
10. Expressing Wishes or Desires
11. Understanding and Making Appointments

BEGINNING ESL

Course Number 401
Communication Objective 1

DESCRIBING ONE'S HOME, WORKPLACE, NEIGHBORHOOD

SAMPLE LIFE SITUATIONS

** New neighbors, standing on the corner, discuss their apartments.
** At home, friends talk about their office or factory buildings.
** Recently arrived guests ask about their host's home and neighborhood.
** A social service agency interviewer asks clients about present and prospective housing needs.

TARGET SENTENCE PATTERNS

It's a big, old (1) house.
We live in an apartment building (2A).
It has a porch (3) in front.
The waiting room (2, 3) is on the second floor.
There's a sink (4) in the basement.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Tell me about your apartment. It's small. It isn't very clean.
Describe where you work.	It's a large factory. It's on the third floor.
What is it like there?	It's big and noisy. There's a lot of dust.
Can you get a good breeze?	There are a lot of windows. We have two bedrooms.
Are there radiators in the bedrooms?	Yes, there are.
What kind of place is it?	It's not too bad. It's alright.

VOCABULARY

factory attic radiator window
shelf closet electricity bathtub

(1) DESCRIPTIVE ADJECTIVES
clean quiet cracked nice
dry noisy open lovely
warm drafty broken working

(2) COMPOUND NOUNS

A. shower curtain flower shop office staff

B. loading dock packing material

(3) PARTS OF BUILDINGS OR WORKPLACES
elevator kitchen time clock
entrance directory bookcase

(4) ITEMS WITHIN BUILDINGS OR WORKPLACES
smoke detector store room meter
cabinet furnace

WRITTEN
APT BATH HOUSE 6-FLAT KITCHENETTE

GRAMMAR STRUCTURES

IT + BE + ADJECTIVE

IT + HAVE + NOUN

THERE + BE + NOUN

PRONOUN + VERB + NOUN
(Ex. "It has a bathtub.")

For the first time, learners are here introduced to THERE + BE + NOUN PHRASE to indicate existence. Contrast this with There (stressed) + it is to point out an object. *** Encourage learners to expand their utterances with quantifiers (a few, lots, enough) and more than one adjective. Training Specialists should check and passively correct general grammatical control.

CLASSROOM NOTES

Course Number 401
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Focused listening:
   1. Learners draw places that are described to them.
   2. Learners write one word to indicate the places described.

c. Vocabulary drill:
   1. Listen and select the appropriate picture.
   2. Word opposites.

d. Vocabulary expansion:
   picture cued discussion.

e. Question-answer drill.

f. Substitution table.

g. Short dialogue.

Reading and Writing:

a. Focused reading:
   1. Identify vocabulary items and abbreviations in ads.
   2. Learners describe apartment for which lease is provided.

b. Reading passage:
   1. Expand descriptive paragraph (using adjectives).
   2. Is the description positive or negative?

Course Number 401
Communication Objective 2

DESCRIBING WHAT THINGS ARE MADE OF OR USED FOR

SAMPLE LIFE SITUATIONS

** A worker, pointing to a specific tool, describes it for his co-worker.
** Shoppers consider the fabrics of garments at a department store.
** Considering various sofas for sale, a shopper compares the materials used in their construction.
** Learners encounter unusual, unknown or culturally specific artifacts (especially novelty items like "pet" rocks).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What material is this? What kind of stuff is this thing made of ?	What is this (thing)? What is it made of?
Do you know what this is made of? Is it made of artificial material?	It's metal. It's a kind of plastic. It's made of steel. Is it (made of) wood? Yes, it is. No, I don't think so.
What can you use it for? What are some things you can use it for?	What is it for? For cooking. It's for cooking (meat).
Paper is made with chemicals, wood chips and cotton rags. The cover is made from the finest Haitian cotton.	We use cardboard, staples and glue to make boxes.

TARGET SENTENCE PATTERNS

What's this made of?

What's the handle used for?

It's pure(1) cotton (2).

The door is made of wood(2).

The bread was baked with butter(3).

VOCABULARY

material stuff artificial bake
make (v) thing substitute cook

(1) DESCRIPTIVE ADJECTIVES

painted fresh 100%
pure real half

(2) VOCABULARY FOR MATERIALS
(typically singular: elemental)

metal stone hair wood
wool plastic glass rubber

(typically plural: parts)

rock chemical(n) ...call(n)
piece of (something)

(3) VOCABULARY FOR FOOD INGREDIENTS

milk flour spice oil

VOCABULARY FOR FOODSTUFFS, MATERIALS AND COMMON HOUSEHOLD ITEMS

GRAMMAR STRUCTURES

IT + BE + NOUN

IT + BE + FOR + NOUN (-ING form)

VERB + PREPOSITION:

MADE + WITH
MADE + OF
USED + FOR

☞ Note nouns used to modify other nouns (Ex. steel door). *** It is important for learners to understand that "milk substitute" means: chemically prepared, artificial product with characteristics like milk" or "may be substituted for milk." *** Show that made with indicates the materials used in the preparation process, while made of describes the materials of composition. Stress that any verb + preposition is understood as a unit (two-word verb). Contrast e.g. "When was it made? How is it used?" with Target Sentences above.

CLASSROOM NOTES

Course Number 401
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
present and discuss real objects.

b. Repetition and Substitution drills.

c. Game:
Provide pictures of items being used. Learners hold up the indicated item when its description and use is read.

d. Student-led drills, in pairs or groups.

e. Situational dialogue.

f. Vocabulary expansion:
Classification exercises: learners categorize tools according to use and materials.

g. Role play.

Reading and Writing:

a. Focused reading:
Use flash cards for oral practice.

b. Problem solving:
Groups of three students consider and match lists of items, and the materials they are made of.

c. Visit the Museum of Science and Industry.
Discuss and subsequently report on exhibits showing parts of machines or human biological processes.

DESCRIBING OBJECTS (Without Knowing the Name)

SAMPLE LIFE SITUATIONS

- ** A waiter at a restaurant asks the manager for material needed to cover the busboy's job.
- ** One roommate, who cannot find certain kitchen utensils at home, calls the other at work.
- ** Customers at a hardware store ask for tools, supplies or parts.
- ** A person making car repairs looks for a specific replacement part at a store or a junkyard with or without bringing the old one.

TARGET SENTENCE PATTERNS

The pipe is for my car.
It's short and round (1).
He wants one like this.
Can you use a green one?
They are almost (2) the same.
It looks something like that.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Yes. What do you want?	I need something like this.
Can I help you?	I need a part for my car.
	I'm looking for that thing (pointing).
What is it?	It's for under the handle.
Where'd it go?	It goes here (showing).
Where'd you put it?	I had it here yesterday.
What's it like?	What is it like?
What does it look like?	It's long and thin.
	It's made of plastic.
	It's kind of like this. (showing shape or size).
Oh. you mean the ventilation nozzle?	A vent nozzle?
Where's the thing I just had?	Oh, the nozzle?
Give me the whatcha-ma-call-it.	The what?
What is that thing?	You know.

VOCABULARY

need look (for) shape one (pron.)
want ask (for) size look like
fits goes

(1) DESCRIPTIVE ADJECTIVES
(physical characteristics)

long small bent twisted
soft short curved coiled

(2) ADVERBS OF DEGREE

almost nearly hardly barely
somewhat kind of (=rather)

GRAMMAR STRUCTURES

SUBJECT + BE FOR (Ex. "It's for under the bucket.")
SUBJECT + BE LIKE
PREPOSITIONS OF LOCATION
(PRO) NOUN + BE + ADVERB + ADJECTIVE

Learners should use language presented in 401-1 and 401-2 to describe objects. **** TS should stress that naming type of item, then briefly describing it, is a good way to indicate an item whose particular name is unknown (Ex. The kind of pot I want has holes in it). *** Contrast "What does it look like?" with "Is that what you like (verb)?"

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
    Students select object, draw pictures, bring in magazine clippings.
b. Short dialogue.
c. Substitution drill.
d. Situational dialogue:
    Practice in pairs with items and pictures.
e. Game: "In the bag" guessing game.
f. Question-answer drill.
g. Role play.

Reading and Writing:

a. Reading passages or dialogues.
    Learners write word indicating object in question.
b. Cloze passage.
c. Match pictures of (unusual) objects with short written, descriptive texts.
d. Dictation.

Course Number 401
Communication Objective 3

UNDERSTANDING AND DESCRIBING ONE'S RESPONSIBILITIES

SAMPLE LIFE SITUATIONS

- ** A family member describes daily housework to friends.
- ** An applicant describes old job responsibilities to a prospective employer.
- ** A social or community group plans a block party or fund-raising effort.
- ** Neighbors discuss differing philosophies of child-rearing.

TARGET SENTENCE PATTERNS

I have to open the windows.
They used to use ammonia for cleaning the bathroom.
I cook (1) dinner and do the dishes.
She has to take her little girl to school.
He told me to open (2) the window.
We should clean the street after the party.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	What's your job? What do you (have to) do?
Describe what your duties are.	I do set-ups and I clean the machines.
What are your responsibilities? Is that all? What else?	I have to check the lights. My job is only to change the plates.
What did you used to do? I used to have to replant seedlings.	What did you do before? I designed the plans for public buildings. I had to wash the dishes. I took care of animals.

Reading and writing

You are to report to personnel for re-assignment.

VOCABULARY

ask have to should
tell must supposed(to)
take care(of) check
work on (=repair) watch
run (=operate) prepare

make do

(1) HOME ACTIVITIES

cook wash (do) dishes
iron clean (do) housework

(2) WORK ACTIVITIES

wash paint fix wrap
open close polish wax
adjust change

GRAMMAR STRUCTURES

SUBJ + HAVE TO + VERB

SUBJ + DO + NOUN
SUBJ + BE + VERB PHRASE
(Ex. "He is to work here today.")

BE + VERB (see example above) can be considered a command form when the subject is a name or pronoun; it is rarely spoken. *** Contrast "do" as a main verb indicating an activity and "make" denoting fabrication or construction. *** "Used to" may be introduced to contrast past with present responsibilities.

CLASSROOM NOTES

Course Number 401
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
Give job title and description.

b. Vocabulary expansion:
Show and discuss pictures of occupations.

c. Situational dialogue.

d. Question-answer drill.

e. Conversation circle:
Present verbs for students' job activities.

f. Sentence combining:
Learners, in groups, make the sentences from fragments provided.

g. Monologue:
Learners prepare short narratives describing jobs and responsibilities.

h. Interview: pair activity.
Learners inquire about each others duties.

Reading and Writing:

a. Language experience story.

b. Focused reading:
Job duties are described, learners provide job name, title.

c. Cloze.

REPORTING ACTIVITIES AND EXPERIENCES (Past)

SAMPLE LIFE SITUATIONS

- ** Friends describe their holiday activities and experiences while snacking on the leftovers of the holiday meal.
- ** The witness to an accident reports what s/he saw to police officers.
- ** Neighbors, waiting in line at the grocery store, discuss their day.
- ** Co-workers discuss their favorite childhood sport and game activities during a break.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What are you doing at 8:00?	What did you do yesterday? And then what?
	Early in the morning, I went to the store and bought some cheese and eggs. Then I did some laundry and watched TV. At noon, I made lunch for the children. After lunch, I cleaned the apartment. At 4:30, I started dinner for my husband. He came home at 5:15. He was hungry so we ate right away before 6:00.

For reading and writing

(Similar, but simpler narratives.)

331

TARGET SENTENCE PATTERNS

I went to the circus when I
was a boy/girl.
She saw (1) the parade.
I felt tired (3) after I walked home.
My cousin loves (2) fish.
When he came home from
work, he was sleepy (3).
I didn't mind.
They left yesterday(4) evening.

VOCABULARY

used to
forget
remember
think

(1) VERBS OF PERCEPTION

see hear smell feel
taste look listen

(2) VERBS OF EMOTION

like hope hate wish
feel (that)

(3) ADJECTIVES OF BEING
happy hungry tired worried

(4) MODIFIERS OF TIME WORDS

this one yesterday

332

GRAMMAR STRUCTURES

USED TO

BEFORE (adverbial)
(Ex. "I used that one before.")

SO (adverbial)
(Ex. "We waited so long.")

☞ "Used to" indicates actions or conditions which regularly occurred in the past, but not now (at time of utterance). This limitation must be made quite clear. *** "Before" can form an adverbial clause. (Ex. "They left before the party started.") In this case, two actions are related in past sequence. *** Stress the passive nature of verbs of perception (faculties e.g. see, hear.) contrasted with active, self-directed action (look, listen).

CLASSROOM NOTES

Course Number 401
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   Dialogue or narrative with past verb.
   Class orally identifies as many as possible.

b. Transformation drill;
   1. Teacher says past tense verbs, students say the present tense.
   2. Learners practice the same verbs (from a list) in pairs.

c. Question-answer drill:
   Consider learners' activities "yesterday" or "over the weekend."

d. Learner "A" describes daily routines, e.g. "Tuesdays." Learners "B" and "C" take notes and then tell what "A" did ("today" being Wednesday).

e. Pronunciation of "-ed" ending. Contrast walked, opened and started.

f. Monologue:
   Oral narrative (using notes from story, read earlier) on yesterdays activities.

Reading and Writing:

a. Learners make notes for oral presentation of yesterday's activities.

b. Write short narrative of learner's own, or someone else's past activities.

c. Written matching activities, past and present.

CONTRASTING CURRENT AND PAST ACTIVITIES OR CONDITIONS

SAMPLE LIFE SITUATIONS

- ** Friends discuss their weight before and after dieting.
- ** A job interviewer asks an applicant about his or her past work experience.
- ** A group of parents describe married life before their children's birth.
- ** A person new to the neighborhood tells new neighbors his or her old address and describes the old neighborhood.

SAMPLE LANGUAGE

Listening only

There aren't many now, but there were lots of trees here before the Dutch elm disease hit.

I was there just last week but haven't been back since.

Listening and speaking

Judith used to live in Lakeview, but now she doesn't. (Judith lived in Lakeview before, but now she doesn't.)

I was on 113th Street before I moved here.

He usually doesn't go shopping on Mondays, but last Monday he did/went.

She used to weigh 200 pounds before her diet. Now she wears size 8 clothes.

TARGET SENTENCE PATTERNS

Last year he was sick (1) but now he's better (1).

They used to eat ham for New Year's Day. Now they eat black-eyed peas.

They worked on the farm for many years. Now they work in a factory.

We lived in a relocation camp(2) before we came to Chicago.

Is the doctor in on Wednesdays?

VOCABULARY

for before weigh then
since now feel after

(1) ADJECTIVES OF BEING/STATE
sick well tired
happy sad rested

(2) PLACE NAMES
(neighborhoods of Chicago, cities, states, nations)

WRITTEN VOCABULARY

OPEN AT NOON SATURDAYS
CLOSED WEDNESDAYS

GRAMMAR STRUCTURES

CONJUNCTION: BUT

ADVERBIALS with SPECIFIC TIME REFERENCES

SINCE (with present perfect)
AGO (with past tense)
FOR (with past tense or present perfect)

Carefully distinguish the contents of this objective and that of 401-5, Reporting Activities and Experiences (past). Both should be presented over several class periods. *** The conjunction but plus how contrasts past actions (see note 401-5). *** FOR + adverbial clause generally indicates the duration from the time the action began to now (the moment of utterance).

CLASSROOM NOTES

Course Number 401
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   While listening, learners note present and past activities. Passages should include past verbs and "used to."

b. Question-answer and Expansion drills.

c. Short dialogues.

d. Sentence combining:
   Combine two ideas in one sentence.

e. Substitution drill:
   Use information supplied by learners.

f. Monologue:
   Learners describe changes in their own life patterns, using "used to."

Reading and Writing:

a. Learners write outlines of their own histories, or those of a character they create. Include information about family, work, place of residence, etc.

b. Reading passages
   Present reading on a historical or well known individual. Contrast their time and conditions with ours today.

c. Cloze.

BEGINNING ESL

Course Number 401
Communication Objective 7

OFFERING TO HELP OR DO SOMETHING

SAMPLE LIFE SITUATIONS

- ** Two workers are struggling with a heavy load. A co-worker leaves his work station to help them.
- ** A learner in class asks a classmate for help with an exercise.
- ** One neighbor helps another thread a needle.
- ** A parent offers help to a teenaged child struggling with math homework.

TARGET SENTENCE PATTERNS

Can I help you?
Let me help you.
I'll give you a hand with that.
Do you want me to help?
Do you want help doing that?

SAMPLE LANGUAGE

Listening only

Could you use some help?

Allow me.

Do you need any help getting it?

(Have) you got it alright?
Let me give you a hand.

What can I do for you?

Listening and speaking

Can I help (with that)?

Do you want any help?
Here (helping).
Let me do that.
I can help (if you want).
I'll do that (helping).
(Do) you need a hand?

Are you having trouble?

VOCABULARY

lift
move
help
pick-up
push
let
open
close

SHORT EXPRESSIONS OFFERING
give someone a hand
help out
need anything
let me

WRITTEN VOCABULARY

ASSISTANCE
AID
SERVICE

GRAMMAR STRUCTURES

VERB + HELP + VERB-ING (GERUND)
(Ex. "Want help starting the car?")
(Ex. "You could use help reaching that shelf.")

MODAL VERBS: CAN, WILL,
COULD, (WOULD)

Note that some expressions typically accompany the act of helping; others precede it and require a response permitting the action of accepting the help. *** Offers to help are often very indirect. The conditional forms reinforce their tentative quality and denote courtesy as well. *** This objective should be practiced together with others in the course.

CLASSROOM NOTES

Course Number 401
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
  Learners listen to invitations and
  1. say what happened, when, where and why.
  2. did the person respond yes or no?

c. Conversation circle:
  Learners discuss making invitations and responding to them, including their own experiences.

d. Role play.

e. Strip story.

f. Free discussion:
  Class plans a party and invites another class.

Reading and Writing:

a. Fill-in:
  Invitation forms.

b. Learners write sample invitations, then address and mail them.

c. Focused reading:
  Read invitations, including greeting cards. Learners discuss their appropriate use.

BEGINNING ESL

Course Number 401
Communication Objective 8

INVITING AND RESPONDING TO INFORMAL INVITATIONS

SAMPLE LIFE SITUATIONS

** A learner reads a written invitation (flyer) announcing a block party.
** Neighbors discuss "invitation only" sale announcements mailed by a local shopkeeper.
** The company loudspeaker announces the annual company party to all workers and their families.
** Parents receive notice of PTA meeting pinned onto their child's jacket.

TARGET SENTENCE PATTERNS

Please come to my party.
Do you want something to drink?
Yes, please. I'll have ginger ale.
I'm sorry I can't come.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Would you like something to drink?	No, thanks. Not now, thanks. I'm sorry. I can't . Sure. I'll have a coke.
I'll be glad to have some.	Yes, please: a cup of coffee.
We're having a party Friday and you're invited. Can you come?	Friday? Yes, I think so. What time? Where?
I'd like to invite you (over) for dinner.	Come to dinner at our house on Sunday.
Are you free on Sunday? Can you make it?	I don't know. Maybe. I'll try.

For reading and writing

You're invited. Please
come to our place for dinner at (time).
Bring your husband (or wife or friend).
Children welcome.

VOCABULARY

holiday
party
cook-out
celebrate
picnic
barbeque
break(n)
rest(n)
walk(n).

SOCIAL SETTINGS/HOLIDAYS

drink(n)
birthday
Labor Day
Christmas
anniversary
Fourth of July

WRITTEN VOCABULARY

PARTY
R.S.V.P.
POT-LUCK
B.Y.O.B.
INVITATION

GRAMMAR STRUCTURES

PRONOUN + WILL + HAVE + OBJECT
(Ex. "She'll have another doughnut, please.")

☞ The construction Pron + will + have indicates a request. Use of the more polite I'd like is optional since would (conditional) is not formally introduced until course 402. *** Note that visit does not require a following preposition (to), unlike the Spanish cognate visitar a and generally similar English vocabulary. (Ex. "I went to see my friends.")

CLASSROOM NOTES

Course Number 401
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Vocabulary expansion:
Discuss how responses to emotions differ according to one's cultural background.

c. Short dialogue.

d. Conversation circle:
Pictures of persons in expressing various emotions are provided for discussion.

e. Situational dialogue.

f. Role play.

Reading and Writing:

a. Read and discuss greeting cards. Then ask learners to buy one appropriate to a given occasion.

b. Students bring small presents or share dishes for a pot luck meal. Then they write thank-you notes for each participant.

BEGINNING ESL

Course Number 401
Communication Objective 9

EXPRESSING SYMPATHY, CONGRATULATIONS, HAPPINESS

SAMPLE LIFE SITUATIONS

- ** The entire office staff signs a card for a hospitalized co-worker.
- ** Neighbors visit a friend who has just brought home a new baby.
- ** A dinner is given by someone celebrating the achievement of a new job.
- ** A shopper in a store consoles a crying, lost child.

TARGET SENTENCE PATTERNS

I'm happy to hear that.
It's wonderful!
It's too bad (1) about the school.
I'm sorry to hear the news.
I'm really sorry about it.

SAMPLE LANGUAGE

Listening only	Listening and speaking
HAPPINESS	
I'm overjoyed!	I'm happy (for you).
Wonderful! Alright!	Yay! Fantastic!
Far out! Cool, man (etc.)	That's great.
CONGRATULATIONS	
	Congratulations.
	Best wishes.
	Good luck.
	(I'm) glad to hear the news.
SYMPATHY	
I heard you lost your job.	I'm sorry to hear that.
I was sorry to hear that your father passed away.	I'm sorry about your father.
	When did it happen?
Had he been ill?	Was he in the hospital?
It's too bad about the accident.	I'm terribly sorry.
	Hope you get better.

VOCABULARY

birth
passed away
wake
funeral
born
glad

congratulations
sympathy
graduation
marriage
proud
sorry

happy
pleased(adj)

EXPRESSIONS OF SYMPATHY

(1) a shame
awful

terrible
horrible

WRITTEN VOCABULARY

SYMPATHY: Our sincerest condolences.
Sorry you're ill. Get well soon.

CONGRATULATIONS ...on the new arrival!

GRAMMAR STRUCTURES

NOUN + BE + ADJECTIVE
(Ex. "That's great.")

INFINITIVE PHRASE (TO + VERB, + OBJECT) as COMPLEMENT
(Ex. "I'm sorry to hear that.")

Learners should be encouraged to express sympathy, carefully avoiding questions about the unhappy event. Discussing it at length is often inappropriate. *** Intonation is an important yet subtle element in showing sympathy, while its regular features expressing joy can easily be heard in the voice of an excited native speaker. *** Learners should try to identify and use the "slang" expressions for happiness that others use around them at work, etc. These often follow popular trends in usage.

CLASSROOM NOTES

Course Number 401
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Repetition.
- b. Short dialogues:
  - 1. Offering and accepting.
  - 2. Offering and refusing.
- c. Vocabulary drill:
  Let me help you. May I help you? etc.
- d. Focused listening:
  Learners listen to short dialogues and indicate which speaker needs help.
- e. Situational practice.

Reading and Writing:

- a. Strip story.
- b. Using a paragraph based on strip story.
  - 1. Cloze.
  - 2. Fill-in sentences.
- c. Language experience story.

EXPRESSING OPINIONS AND PREFERENCES

SAMPLE LIFE SITUATIONS

** A shopper asks another standing before a display for advice about two brands of toothpaste on sale.
** Co-workers consider the cafeteria offerings at lunchtime.
** Friends discuss exhibit or display in a store window or at a museum.
** Two fans discuss the possible or expected outcome of a championship sport series.

TARGET SENTENCE PATTERNS

It doesn't matter.
I don't care.
They're both the same to me.
I think (1) that's nice.
He likes those better.
The spring is really lovely.
Which one do you like?
What do you think?

SAMPLE LANGUAGE

Listening only	Listening and speaking
What's your honest opinion about that?	What do you think (about it)?
	It's OK/alright. I think it's fine. I'm not sure about that. It could be better.
Which would you prefer?	I'll take the big one. It's better than the other one.
Which one do you like most?	I like it better.
	I think she's better. I want that one more.
It doesn't matter.	I really don't know.
I really couldn't care less.	They're the same to me.

Reading and writing

Mark the box to indicate your selection (on a mail-order form).

VOCABULARY

good	more	care
better	less	same

(1) VERBS INDICATING OPINION

feel	think	guess

VERBS INDICATING PREFERENCE

hope	expect	want
like	prefer	hate

WRITTEN VOCABULARY

PREFERENCE SELECTION

GRAMMAR STRUCTURES

COMPARATIVES:
AS + ADJECTIVE + AS
MORE + ADJECTIVE
ADJECTIVE + ER

GERUND (verb - ing) and INFINITIVE (to + verb)
COMPLEMENTS OF VERBS (like, prefer, hate)

"Like, prefer, hate" can be followed by TO + VERB or VERB - ING to indicate an attitude toward a habit or course of action. *** "Really" can be used to contrast two degrees of preference (Ex. "I like the blue one, but I really like the orange blouse.") It can be used as well as an "intensifier" (Ex. "I really like that!") Intonation patterns help to express these differences. ***It doesn't matter" and "I don't care" are not exactly the same. The latter phrase necessarily expresses a personal opinion: in some situations this may be seen as diffidence bordering on rudeness.

CLASSROOM NOTES

Course Number 401
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion.
Ex. I think that's good.
I think that's a good idea.

c. Focused listening:
Learners determine the positions expressed.

d. Transformation drill.

e. Free discussion:
Training Specialist selects a topic of interest to learners. The class develops and ranks choices or options. These may be compared with individual determinations.

f. Conversation circle:
Consider how and when one expresses opinions in the USA as opposed to other cultures.

g. Debate.

Reading and Writing:

a. Learners read and rank a list of choices to a given problem.

b. Problem-solving:
Learners consider a selected problem and reasons to support their answer.

c. Dialogue construction.

Course Number 401
Communication Objective 11

AGREEING OR DISAGREEING (Politely, Assertively)

SAMPLE LIFE SITUATIONS

- ** Friends, each with rather different views of the same tasks, try to plan a business partnership.
- ** Immigrants discuss their perceptions of life in Chicago.
- ** Friends at work discuss the qualities and abilities of their co-workers.
- ** Neighbors discuss the best stores for produce, meat, prescriptions, shoes, etc.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I think you're forgetting something. That's not how it really is, though. Not in my opinion.	I don't agree. I don't think so. Not really. I think you're wrong (about that).
Right you are. That's the way that I look at it, too.	You're right (about that). Exactly. That's exactly right. Sure.
	I'm not sure.
Sure (indicating disbelief)	I wonder (about that).
What are you talking about? You must be mistaken.	Maybe so, but I don't think so. I guess so.

TARGET SENTENCE PATTERNS

Sure. Right (1).
I agree (1).
I think (2) so/That's right.
Maybe so (3A).
I wonder (3B) about that.
He doesn't think so.
You're wrong (4).

VOCABULARY

right
correct
mistaken
disagree
opinion
wrong
sure (adj.)
know
wonder

(1) STRONG AGREEMENT

That's right. Of course.

(2) WEAK AGREEMENT

think guess

(3) NON-COMMITAL RESPONSES

A. Maybe so. Could be.

B. wonder don't know

(4) STRONG CONTRADICTION

wrong mistaken

GRAMMAR STRUCTURES

VERB + SO
(Ex. "I think so.")

☞ Note the various expressions (Vocabulary, above). Each indicates a degree of politeness as well as of certainty. It is important that learners understand the variety in situational context. The status of both speaker and hearer must be considered as well. *** This objective should be interwoven with others in this course, especially 401-10, Expressing Opinions and Preferences.

CLASSROOM NOTES

Course Number 401
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue:

b. Question-answer drill.

c. Situation-structure practice.

d. Expansion drill:
    Ex. I don't agree.
        I don't agree with that.

e. Conversation circle:
    Learners consider appropriate and usual means and situations to express opinions. Note language, social relations and degree of urgency. (Ex. bus passengers chatting vs. a mother talking to police about her missing child).

f. Language experience story.

g. Debate.

h. Real-life contact activities:
    Learners conduct opinion poll.

Reading and Writing:

a. Sentence combining.

b. Focused reading.

c. Read and answer questions about an interview. (Ex. Oriana Fallaca with Col. Quadafi, Parade Magazine, etc.)

DESCRIBING FAMILY, WORK AND PERSONAL RELATIONSHIPS

SAMPLE LIFE SITUATIONS

** Someone at work or in class invites others to a party.
** Classmates share and discuss family photos.
** Learners describe who they are living with, or who in their family lives in Chicago.
** Co-workers discuss staff changes.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What relationship is he to you? Is he her husband, brother, or what?	How are they related? She's his sister-in-law. They're cousins. Her mother and my father are cousins.
How do you know each other? How long have you known each other?	How do you know him? Where do you know each other from? From work. We used to live on the same street. We both work at Brach's. They are friends of our sponsors.
How well do they know each other? Pretty well.	Do you know him well? Not very well. They're fairly close. They know each other from church.

TARGET SENTENCE PATTERNS

How are they related to you?
The boy and girl are my brother and sister.
He's my uncle (1).
She's my brother's cousin (1).
Where did you meet?
We are co-workers (2).
How do you know him?
I know him from/met her at the grocery store.

VOCABULARY

both, one, all of them

related (adj) relative (n) together
close (adj) family born

(1) FAMILY RELATIONSHIPS

A. Immediate family

mother sister son husband
father brother daughter wife

B. Extended family

cousin aunt niece
uncle nephew
grandmother, grandfather, grandson
granddaughter
(Immediate family member) -in-law

(2) PERSONAL RELATIONSHIPS

co-worker friend neighbor
boss landlord social worker

GRAMMAR STRUCTURES

POSSESSIVE PRONOUNS (singular, plural)

POSSESSIVE: APOSTROPHE + S

EACH (pron) + OTHER
EACH (pron) + ONE

Observe that some languages use only one word to denote all siblings (e.g. Spanish "hermanos" (pl.) means "brothers and sisters"). Because languages and cultures vary widely, the TS must carefully establish the meaning of English words for family relations. *** Some learners misuse "know" in the sense of acquaintance: e.g. "I know the Queen of England." Show that "I know + someone" usually denotes personal acquaintance as contrasted with identity (e.g. "I know who she is.") *** Note that "aunt" has two acceptable pronunciations in English. (Some learners are amused at the two different words "aunt" and "ant", which may be homophones.) *** Refer to objective 301-1, Describing People (Occupations, Appearances).

CLASSROOM NOTES

Course Number 402
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Short dialogue.
- b. Vocabulary drill:
  use schematic diagrams or actual photographs of family and work groups.
- c. Fill-in exercise.
- d. Question-answer drill:
  use pictures or photographs as above.
- e. Focused listening:
  Learners indicate possible relationships among speakers.
- f. Interview:
  Learners, in pairs, provide family photos and ask questions.

Reading and Writing:

- a. Write brief family histories.
- b. Focused reading:
  read short narratives (fairy tales may be appropriate for parents).
- c. Composition:
  Each learner describes typical work relations, then compares his or her description with others. This might include a discussion of lines of authority and how responsibility is shared, as well as the attitudes of the people described.

BEGINNING ESL

Course Number 402
Communication Objective 2

EXPRESSING HOPE, DISAPPOINTMENT, SATISFACTION

SAMPLE LIFE SITUATIONS

** During a company tour, a new worker is introduced to staff members who cordially welcome the newcomer.

** A customer gets home with what he or she thought was a good buy, only to find that it does not fit into the apartment.

** Workers discuss union plans to negotiate increases in health care, benefits to offset management's refusal to consider a wage increase.

** A parent discusses a child's unsatisfactory grade report with the teacher.

SAMPLE LANGUAGE

Listening only

It's the kind of thing I've always imagined.
(Let's keep our) fingers crossed.
That'd be great.
Great!! Terrific! (sarcastic, ironic)
Just what we need (sarcastic)
Ah, shoot! Phooey!

I had been hoping for a lot better.
I expect more from you (than that).
That'll do just fine.

Listening and speaking

I hope we can do it.
I hope it works out.
Let's hope so.
That would be great.
I'd like that.

Oh no./Oh boy.
I'm disappointed.
That wasn't very good.
I thought it would be better.

I'm glad things worked out OK.

Wow, that was great!
That's (so/really) nice.
I'm pleased.

Reading and writing

I hope you are feeling better.

TARGET SENTENCE PATTERNS

I am (not) very pleased (1).
We hope things work out.
Yes, I hope (2) so.
He thought it would be good enough.
That is fine, thank you.

VOCABULARY

hope
sorry
happy
wish
work out (=resolve)
unhappy
glad

(1) PARTICIPLES (indicating condition)

pleased
satisfied
disappointed
worried

(2) VERBS EXPRESSING OPINIONS

hope
think
guess

GRAMMAR STRUCTURES

SUBJECT + VERB + (PRO)NOUN + VERB PHRASE
(Ex. "I hope he can fix my car.")

Observe that subj + "thought" + (pro)noun + conditional verb indicates an expectation subsequently contradicted by actual events (Ex. "I thought you would help.") *** Contrast degrees of familiarity (relations among speakers) with expressions like "Oh, boy!" and "I'm pleased." The latter, for example, is most appropriate for formal situations (e.g. teacher conference). *** When discussing these emotions, present aspects of communication like facial expressions, intonation and emphasis, and body movement. These accompany and clarify verbal utterances.

CLASSROOM NOTES

Course Number 402
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Guided conversation.

c. Repetition and Expansion drills.
   Discussion:
   How does the learner express these emotions? Contrast this with experiences learners have had with native speakers.

e. Situational response practice:
   Learners should pose and answer questions in areas they feel comfortable with.

f. Role play:
   Ex. Winning the church raffle, buying a new (or used) car, etc.

Reading and Writing:

a. Write thank you notes for real (or imaginary) gifts.

b. Learners discuss and plan a field trip (e.g. to the Museum of Science and Industry).

Course Number 402
Communication Objective 3

DESCRIBING ACTIVITIES (Without Knowing the Name)

SAMPLE LIFE SITUATIONS

- ** A recent immigrant asks why the river was dyed and State Street was painted green (on St. Patrick's Day).
- ** Unable to remember the exact word in English, a worker explains a procedure or activity to his boss.
- ** Reporting a crime on the phone, a victim tells what happened while the officer tries, using police jargon, to clarify what was said.
- ** A learner asks classmates for a word he or she cannot remember.

TARGET SENTENCE PATTERNS

He's doing something like this (indicating).
What do you call it when you go like this (indicating)?
You know, when the motor's not good and he takes care of it.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Tell me something about it. Is is easy or hard to do? What do you use for it? What are you trying to say?	I know what it is, but I'm not sure of the word.
	You know When you make it shine, you do this (gesture: rubbing), real hard,
Where?	on the floor.
Oh! You mean "buffing."	Yeah, buffing.
	Yes, that must be it.
	I know what you mean, but I don't know the word.

VOCABULARY

mean(v)
remember
explain
talk about
forget
tell about
sure of something (= certain)
thing (= unknown object)
like this (= indicating an action)

VOCABULARY FOR INDICATING ACTIVITIES INDIRECTLY

I'm talking about what the man does when he comes to kill the roaches.

My boss told me to put every can on top of the next can. He said I have to "something" them up.

GRAMMAR STRUCTURES

COLLECTIVE PRONOUNS

YOU (=one, impersonal)

☞ This objective offers practice of the language learners have already acquired. Make sure that they learn the technique of describing both things and actions they cannot name (Ex. Both "vacuum" and "suck" may be indicated by: "The thing makes a lot of noise and makes the rug clean." This is a skill which allows the learner to overcome problems in communication which might be otherwise discouraging. *** Note that the phrase take care of is often used in the sense of prepare, repair or finish. *** Indicate the impersonal you. The sentence (Ex. "How do you bake a cake?") does not ask for the idiosyncrasies of the one giving advice without emphatic information on the pronoun. Rather, the question asks for the usual and customary method of preparation.

CLASSROOM NOTES

Course Number 402
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Question-answer drill:
   Read description of an activity. Learners give the name. First teacher-led, then learner-made questions are used.

c. Vocabulary expansion:
   Teacher performs mime or activity; learners guess its name. Learners may next develop their own mime.

d. Conversation circle:
   Discuss what people do at work, at the store, when shopping, when caring for others, etc.

e. Monologue:
   Learners describe their present and past work activities.

Reading and Writing:

a. Dictation of job titles.

b. Sentence combining:
   Job titles and brief descriptions are given separately. This exercise may be expanded with sentence and paragraph formation.

BEGINNING ESL

Course Number 402
Communication Objective 4

DESCRIBING SOMEONE'S APPEARANCE, PERSONALITY, BEHAVIOR

SAMPLE LIFE SITUATIONS

- ** Friends discuss a pen pal they have never seen before, as his or her train pulls into the station.
- ** Neighbors discuss someone seen prowling about the neighborhood at dusk.
- ** Learners describe their favorite family member or best friend.
- ** Suspecting that his boyfriend or girlfriend is secretly seeing someone else, a worried person discusses these concerns with a close relative.

TARGET SENTENCE PATTERNS

She looks young(1).
He is an old man.
They are always happy (2).
She likes to wear (3) sweaters.
He doesn't smile (4) much.
They are very busy.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Describe her appearance.	What does she look like? She's tall, kind of heavy, with short hair. She likes to wear matching colors.
Tell me what kind of person she is.	What is she like? How is she at work? He's pretty shy. He's quiet. He doesn't make any trouble.
What have you been noticing? She's really been acting strange these past few days.	He's been acting strange lately. He's not home very much.
She's hardly ever at home.	She's in a good mood.

VOCABULARY

lazy
look like
curly
pretty (=rather)
nervous
act(v)
loud
shy
quiet
mood
silly

(1) ADJECTIVES OF PERSONAL APPEARANCE

young strong healthy

(2) ADJECTIVES OF PERSONAL ATTITUDE

sad happy in a good mood

(3) VERBS OF PERSONAL ACTIVITIES

make wear shop for sell

(4) VOCABULARY DESCRIBING BEHAVIOR

smile visit work

GRAMMAR STRUCTURES

VERB + ADVERB OF MANNER
(Ex "They work hard.")

BE + ADV. OF FREQUENCY + PREP. PHRASE
(Ex. "They're never at work on time.")

Encourage learners to learn how to describe others without giving offense. One technique is indirectness (e.g. she's not too tall; 6'3"), *** Practice among students is an important exercise. *** Further develop vocabulary according to learners' interests. *** See objective 303-1, Describing People (Occupations, Appearance).

CLASSROOM NOTES

Course Number 402
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   Present pictures of people variously dressed.

b. Substitution and Expansion drills.

c. Short dialogue.

d. Conversation circle:
   Discuss how others would describe you and how you would describe yourself.

e. Role play.

f. Problem-solving:
   Use description of individual to determine who committed "the crime."

Reading and Writing:

a. Students guess each others' height, weight, etc., then read information on State ID or other card.

b. Read narratives describing people from newspapers or texts. Learners give summary of their appearance, etc.

c. Controlled composition.

EXPRESSING DEGREES OF UNDERSTANDING, KNOWLEDGE, EXPERIENCE

SAMPLE LIFE SITUATIONS

- ** Learners discuss their jobs, skills and general experiences in the workplace.
- ** A class visitor asks learners about their ability to understand English outside of the classroom.
- ** While orienting a new employee, a fast food restaurant manager asks about the worker's prior experience.
- ** Returning from a meeting, the supervisor asks a worker about tasks completed during her absence, and whether her earlier instructions were clear.

TARGET SENTENCE PATTERNS

Yes, I understand you completely (1).
Well, my boss would bring me more sewing every day (2).
I have had a lot of (3) experience working with children (4).
He can almost run the whole shop.
I'm (not) very/completely (1A) sure.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How well have you understood what I've been saying to you?	How well do you understand? (What I said)?
Do you know what I mean?	Very well. Completely. I understood the first part. Almost all. More or less. Only some. About 75 percent.
Have you had much experience with this kind of thing before?	Have you ever worked in a factory? Did you do that in your country?
What do you know about set-ups?	Do you know how to do set ups? Well, I haven't had much experience, but I did work in a mill once and I set up lathes.

VOCABULARY

nearly
almost
very much
(quite) nicely

run
operate
get(it) (= understand)
do (vs. make)

(1) ADVERBIALS (and INTENSIFIERS)

A. completely
entirely
a hundred percent

B. very well
very clearly

(2) ADVERBIALS OF FREQUENCY AND DURATION

often
a lot
for a long time

(3) DETERMINERS (ADJECTIVES) OF DEGREE

a lot of
a little
some
a bit of
any

(4) GERUND PHRASES (as appropriate to the situation)

making Easter baskets
using the power saw
doing the dishes in camp
supervising

375

37

GRAMMAR STRUCTURES

ADVERBS: OF FREQUENCY ("often")
INTENSIFIERS ("very much")
MANNER (Ex. "slowly")
"EVER"

☞ Practice adverbial phrases which describe the following: time (when and duration: "I worked there for twenty-two months"); relative time ("He just came in"); frequency ("I often had to help my co-workers"); and manner ("When I used the finishing machine,I had to work more carefully.") *** Use of the word "ever" is generally limited to questions in two senses: a) at any time over a period (Ex. "Have you ever visited the Art Institute?") and b) one single time in the past (Ex. "Have you ever seen the Mayor?").

CLASSROOM NOTES

Course Number 402
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Substitution drill.
c. Conversation circle:
    Discuss how one usually expresses the ideas of this objective.
d. Question-answer drill.
e. Situation-response practice.
f. Focused listening:
    TS presents dialogues. Learners discuss how well the person questioned understood, etc.
g. Language experience story.

Reading and Writing:

a. Sentence combining.
b. Controlled composition:
    TS provides a resume or brief personal description from which learners write a free composition about the indiviual.
c. Focused reading.
d. Language experience story.

Problem-solving:
    Listening to descriptive passages, learners determine whether the people talking understood or had the necessary information.

Course Number 402
Communication Objective 6

UNDERSTANDING AND GIVING SPOKEN AND WRITTEN MESSAGES

SAMPLE LIFE SITUATIONS

- ** When the foreman steps out of the office for a moment, the company president calls. A worker takes the message.
- ** Tenants call the landlord's office to request emergency repairs. They are forced to leave a message on the answering machine.
- ** Hosts take telephone messages for their teenage relatives visiting for the summer.
- ** A passerby answers a pay telephone on a street corner and is asked to take a message to someone living across the street.

TARGET SENTENCE PATTERNS

Hello, this is Mr. Vann from Shipping.
Is Mrs. Kline in (1)?
Please tell him that I called (2).
I'm sorry, but you have the wrong number (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Realty Company.	This is Mr. Perez at 1922 Mozart. The heat isn't working here.
I'm sorry, Mr. Perez. The manager is out right now. Would you like for me to give him your message?	Yes, please tell him about the heat.
I'll see that he gets the message.	I will leave him the message.
I'll be contacting him later and I'll let him know.	Can I take a message? Could you spell that for me? O.K. Let me see. That was, "Meet me at noon at Alvin A-L-V-I-N Motors."

For reading only	For reading and writing
Important meeting regarding strike. Union Hall. Friday 10:00 AM sharp.	I came by-- No one at home at 6:00. Call me. 936-1616.

VOCABULARY

leave/take a message
caller (i.e. telephone)
call back
come by, stop in (= visit)
busy

(1) VOCABULARY INDICATING PRESENCE

there in the office at work today

(2) FREQUENT MESSAGES

came by will call again
want to talk to him

(3) USUAL RESPONSES

he is not in today
he is out-of-town
won't be back 'til Monday

GRAMMAR STRUCTURES

PRONOUNS (Indirect and direct object)
TELL, ASK + OBJECT PRONOUNS
(Ex. "Please ask him to call me.")

As much as possible, encourage learners to use the telephone and use the language presented in this objective. ***Note that some verbs have two parts. Some are separable and the indirect object pronoun is placed between the two parts (Ex. "Call me back."). ***Some learners may compare their language (e.g. Spanish) to English and mistakenly say "*Tell to him...". Generally, when the pronoun (indirect object) immediately follows the verb, "to" is unnecessary. It is used only to mark the indirect object pronoun which follows the verb + object. (Ex. "Give the book to him.")

CLASSROOM NOTES

Course Number 402
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.
b. Subsitution and Expansion drills.
c. Situational dialogue.
d. Focused listening:
   learners offers and requests.
e. Learners review earlier dialogue, then select new ones for class exercises.
f. Fill-in exercise.
g. Role play:
   practice in pairs.

Reading and Writing:

a. Focused listening and cloze:
   learners listen to dialogue and take short notes about what was said, and by whom.
b. Situational practice:
   learners practice taking written messages.
c. Learners write messages to each other.
d. Real-life contact activities:
   1. Learners write notes asking mailman to hold mail temporarily, grocery clerk for child buying cigarettes, etc.
   2. Learners listen to office workers taking messages. Then they read the messages, comparing oral and written forms.

GIVING INSTRUCTIONS, DIRECTIONS, ORDERS

SAMPLE LIFE SITUATIONS

** Someone who has recently arrived from another country gives a neighbor hints on the preparation of their regional or ethnic cuisine.

** Neighbors and friends help a family move heavy furniture and load it on a truck. A passerby tells the group how to maneuver it through a doorway.

** Police route traffic around an accident, directing some cars individually over the loudspeaker.

** During an emergency at work, the boss gives instructions and then leaves for a meeting. Co-workers discuss what he expects.

SAMPLE LANGUAGE

Listening only

First cream the butter,
then add beaten eggs.

Move it a bit to the right.

Can you move it more to
the right so we can see
the whole family?

Won't you push it just
a bit closer to the desk?

Reading and writing

Tighten bolts A and B first,
then slowly open the valve.

Stirring, add water to mix.
Open only at top.

Listening and speaking

Will you put the beaten eggs in
after you cream the butter?

Turn it, lift it up and
push it through the doorway.

Push harder.
Please move it over there.
Can you move it towards the wall?

TARGET SENTENCE PATTERNS

Will you move (1) this box?
Can you give me directions to the hospital?
Please mail the check by the 20th.
Pick up all the metal scraps.
Work quietly (2) in the reception area (3).
Wait until it's just about (4) ready.

VOCABULARY

beat turn open
cream follow close

slowly part(ial)ly fast

get (something) ready
make (something) up (mix)

(1) ACTION VERBS FOR DIRECTIONS

move change put up
lift take off check (v)

(2) ADVERBS OF MANNER

quickly carefully together

(3) ADVERBIALS OF PLACE (location)

at the sink on the floor.

(4) ADVERIALS OF DEGREE

almost just about
nearly practically

GRAMMAR STRUCTURES

IMPERATIVE VERB PHRASES
ADVERBS OF MANNER
PREPOSITIONAL PHRASES
(Ex. "Work in the basement.")

Note that adverbs of manner customarily follow the verb (Ex. "Work carefully in the stockroom"). They may, however, be found before the verb in phrases as well (Ex. "Quickly open the boxes "). ***Learners should understand that commands are "softened" by the use of modals ("will, "would," "can," "could") in question form. ***Include practice of prepositional phrases used adverbially (see third Vocabulary group above).

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Expansion drill:
   include could you, would you, etc.

b. Vocabulary expansion:
   Training Specialist provides signs. Learners indicate the "reading" and meaning of them.

c. Directed response drill.

d. Vocabulary drill:
   Students compose commands, then use them with classmates.

e. Conversation circle.

f. Role play.

Reading and Writing:

a. Learners read and describe the meaning of warning signs.

b. Read safety signs at work or school.

c. Controlled composition.

d. Compose recipes.

BEGINNING ESL

Course Number 402
Communication Objective 8

UNDERSTANDING AND GIVING WARNINGS

SAMPLE LIFE SITUATIONS

** An elderly person is seen walking toward a patch of ice or broken pavement.
** A new worker lights up a cigarette in a non-smoking area of the plant.
** A pop or candy machine coin slot is covered with a sticker indicating that the machine is not functioning properly.
** Learners listen to radio weather warnings indicating severe rain or snow storms, tornados, etc.

TARGET SENTENCE PATTERNS

Take (1A) it out of here.

Don't open (1B) that door!

You'll be in trouble if you do that!

Hey, watch it (3).

They'd better be quiet (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Move it.	Hey!
Don't stand so close. Look out! Pay attention!	Turn it off! Get out of the way! Watch out! Be careful! Don't move/touch.
You could really hurt yourself if you're not careful.	You'd better not. You'll be in trouble.
Watch what you're doing.	

VOCABULARY

try disturb bother
permit allow stay
regret worry in trouble
mess with (=bother)
get (something) out (=remove)

(1) ACTION VERBS

a. move get push take

b. touch bother say open

(2) VOCABULARY INDICATING NEGATIVE CONSEQUENCES

sorry unhappy upset in trouble

(3) VOCABULARY INDICATING ADVICE

watch out stop it fix it
watch it be quiet turn (something) off
be careful stay warm open the door

WRITTEN VOCABULARY (signs)

NOT IN SERVICE WARNING: KEEP OUT

GRAMMAR STRUCTURES

IMPERATIVE VERBS

VERB + PREPOSITIONAL PHRASE
(Ex. "Come into the office immediately.")

Present warnings with the usual intonation pattern. Often the "voice" alone can carry the general warning when the particular words are unclear. ***Note that had better is always followed by the simple verb (infinitival without "to"). ***General warnings (Ex. "Watch out!") can be specified with a prepositional phrase. (Ex. "Be careful with the battery.") ***Warnings of negative consequences can often be quite indirect (Ex. "Remember who you're talking to," said the company president to the brash union representative.) This may be contrasted with ("Don't speak to me!"). See objective 503-3 for examples of the WH-noun phrase.

CLASSROOM NOTES

Course Number 402
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Conversation circle.

c. Vocabulary expansion:
T/S provides pictures of impending difficulties. Learners are asked, "What would you say?"

d. Situational-response practice.

e. Focused-listening:
Include long narratives of native speaker discourse with embedded, implied or indirect warnings.

f. Role play:
Use two learners as actors; let the class, as audience, provide the warning.

Reading and Writing:

a. Training Specialist provides pictures, learners write appropriate warnings.

b. Learners provide a possible accident setting; others write the conclusion of the scenario, including a warning.

c. Controlled composition.

Course Number 402
Communication Objective 9

DESCRIBING SIMILARITIES

SAMPLE LIFE SITUATIONS

- ** Classmates share and discuss pictures of relatives.
- ** Neighbors discuss and compare the seasons' weather over a period of years.
- ** Learners discuss words with only small differences in possible meanings, noting general similarity and specific differences.
- ** A salesman describes the differences between several products. The customer contends that the products are in fact very similar, except for the price.

TARGET SENTENCE PATTERNS

These little plums taste like grapes.
(I can't believe) We have the same dress!
Those two boys (sure) look alike (1).
That toy sounds (2) just like a dog!
It feels (2) as cold as mine.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Find the ones that are exactly alike.	They have the same hair-do. She was in the same training group.
What's the difference between "answer" and "response?"	They're almost the same.
The African ostrich is very similar to the one found in Australia.	Tangelos are like oranges. How are they alike? What are the similarities?
This has been a lousy summer.	Just like last year.
Those two are really alike. He reminds me of a neighbor.	They walk the same (way). They sound alike, too. But they don't act alike.

VOCABULARY

equal
compare
remind (someone) of
even (adj)
similarity
just
quite
both

(1) ADJECTIVES INDICATING SIMILARITY

the same
alike
similar

(2) VERBS OF ANIMATE QUALITIES

sound
act
look
move
feel
smell

GRAMMAR STRUCTURES

NOUN + PREPOSITIONAL PHRASE (as modifier)
(Ex. "The cars are the same except for the color.")

PREPOSITIONS: APART FROM, BESIDES, DESPITE

Learners should practice expressing similarities with sentences that relate past and present conditions. ***Carefully present various ways of expressing degrees of similarity. Use physical descriptions in phrases joined by conjunctions. (Ex. "They are both square and red.") *** Help learners expand their control of English by the use of prepositions of manner, topic, means, etc. See Grammar Structures, above.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Vocabulary expansion:
use picture cues.

c. Situational dialogue.

d. Games:
Use puzzles, drawings with seven similar items out of eight. Learners describe the "different" item.

e. Focused listening.

f. Problem-solving.

Reading and Writing:

a. Dictation.

b. Students prepare list of similar items found in specific locations (ex. in the classroom at the store, at the park, etc.).

c. Cloze.

d. Fill-in exercise.

Course Number 402
Communication Objective 9

BEGINNING ESL

Course Number 402
Communication Objective 10

DESCRIBING DIFFERENCES

SAMPLE LIFE SITUATIONS

- ** A nurse responds to a patient's request to explain the effects of medication prescribed as well as possible alternatives.
- ** Friends consider various products (ex. cars, radios, dictionaries, etc.) describing the differences to explain their preferences.
- ** Neighbors discuss the children who live on the block.
- ** Learners compare aspects of life in their old homeland with that of Chicago.

TARGET SENTENCE PATTERNS

Chicago is not like Hong Kong.

They're not the same (at all).

The Picasso statue looks a little (1) like a bird.

Milk doesn't taste like orange juice.

It's either bubble bath or laundry detergent.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How are they (so) different?	What's the difference? They're opposites.
What makes them so different?	The one on the right is higher. The back one is used for cream. The other one is for soap.
So you feel that way, right?	Well, McDonald's has more variety.
Yeah, but it's nothing at all compared to home-cooked food.	He's not the same. Pablo doesn't act like Miguel. He's a better boy.
	Chicago is not like Port-au-Prince at all.
Like mixing apples and oranges. (idiom)	Warsaw is different from Chicago. Romania is not the United States.

VOCABULARY

different
opposite (n, adj)
nothing like
only
either...or
compare (to)
various
not at all
even

(1) ADVERBIALS OF DEGREE

something
somewhat
a little (bit)
rather
a lot

GRAMMAR STRUCTURES

NOT ... AT ALL
VERB + LIKE + NOUN PHRASE
(Ex. "He doesn't look like my friend at all.")

COMPARATIVES
EITHER...OR
INTENSIFIER: SO

Present not... at all as a fixed phrase used to completely negate the verb + noun phrase (See Grammar Structure above). *** Include Vocabulary of ANIMATE VERBS from 401-9 with this objective as well. *** The form either... or may be presented to indicate mutually exclusive qualities. Neither...nor may be presented here as well. *** Learners should be able to use the conjunction but to indicate a contrast.

CLASSROOM NOTES

Course Number 402
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   use photos or objects.
b. Learners examine nearly identical pictures or objects, and search out subtle differences.
c. Conversation circle:
   Learners may suggest topics ranging from tools to bureaucratic procedures.
d. Situational dialogue.

Reading and Writing:

a. Sentence-combining.
b. Reading passages:
   Select or compose passages which describe small but significant differences.
   Ex. Use a description of the construction and operation of the Empire State Building and the Sears Tower.
c. Strip story.

BEGINNING ESL

Course Number 402
Communication Objective 11

STATING WHETHER OR NOT ONE REMEMBERS

SAMPLE LIFE SITUATIONS

- ** Long-time residents describe for new residents the way the neighborhood was in years past.
- ** Friends or acquaintances describe the games they played as children.
- ** Boss questions workers as to what happened during his absence.
- ** Workers complete an accident report giving details of what happened in response to specific questions on the form.

TARGET SENTENCE PATTERNS

You remember our old neighborhood,
don't you?
I remember it very well.
Can you think of its name?
I'm not really sure (1).
You are talking about the time we
went to visit Aunt Lilly in Florida,
right.
I don't know (2).

SAMPLE LANGUAGE

Listening only	Listening and speaking
That's what I told you before. Do you remember that time we took the car and drove to Wisconsin?	Do you remember that? Yes, I do. Sure. I think so. I'm not sure. I don't think so.
Are you talking about the time it snowed all night? No, I'm thinking about the time it snowed so much that the buses stopped running.	I'm not positive. Oh, you mean the time that we went to the movies there?

VOCABULARY

the time (= occasion)
talk about   think about   forget
mean   remember   exactly
clearly   exactly   clearly

(1) EXPRESSING CERTAINTY

sure   certain   positive

(2) EXPRESSING NON-COMMITMENT (HESITATION)

I don't think so.   I don't know.
I'm not sure   Let me think about that.

GRAMMAR STRUCTURES

NOUN CLAUSE (with WHEN, THAT)
(Ex. "Do you remember the time that we made a snowman?")

GERUND PHRASES
(Ex. "I don't remember taking those boxes.")

☞ Learners should practice short answers first. Then include short questions of clarification (e.g. "Do you mean...?") ***This objective should be considered together with others in the course which are similar (402-4, 402-9 etc.). ***These objectives provide an opportunity for the selection and practice of vocabulary appropriate to the learners' interests. The Training Specialist should all pay attention to pronunciation and the general features of sentence structure.

CLASSROOM NOTES

Course Number 402
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Short dialogue.

c. Question-answer and Transformation drills.

d. Ask learners: "What did you forget today?"

e. Role play.

f. Jazz chant.

Reading and Writing:

a. Focused reading:

b. Sentence-combining
   Ex. TS: We went to the zoo.
       Do you remember?
   CL: Do you remember the time
       that we went to the zoo?

c. Choice drill:
   Use exercises practiced orally.

Course Number 403
Communication Objective 1

DESCRIBING DURATION OF ACTIVITIES

SAMPLE LIFE SITUATIONS

** Learners discuss trips they took during the holiday break.
** Workers compare the usual response time outside engineers need to come to the factory and repair their machine again.
** Clients, waiting in the immigration office, discuss the processing of visa, naturalization and citizenship applications.
** A customer asks a supermarket demonstrator how long a convenience food takes to prepare. This is contrasted with preparing the dish from scratch.

TARGET SENTENCE PATTERNS

It takes fifteen minutes to cook noodles.
I needed a long time to finish the job.
They have been here for two hours.
How long did the car work after you made the repair?
How much time do you need/want?

SAMPLE LANGUAGE

Listening only	Listening and speaking
	How long does it take to bake a pie? It takes about an hour.
How long does it take to get to Monterrey by car?	Well, we left very early in the morning and we got there at six, two days later.
At six in the afternoon...?	6:00 a.m. That's about 58 hours.
Will the doctor need to make an extended examination?	No, thank you. I just want him to give my son a shot for school.
How much time do you need for the repairs?	It'll be ready in just a little while.
It should only take about a year and a half.	I have been here for three hours. I applied almost four years ago. It has taken 47 months.
He was laid off for the entire pay period. I'll need a bit more time with this radiator.	

VOCABULARY

little
short
long
while
do (= activity)

early
late
few
just

get (= arrive)
come
take
work (= function (v))
last (= continue (v))

MODIFIERS OF TIME EXPRESSIONS (adverbial)

about
almost
nearly

close to
less than
more than

over
only
just

WRITTEN VOCABULARY

ARRIVAL
ACTIVITIES (pl.)

DEPARTURE
PERIOD (of time)

403

401

GRAMMAR STRUCTURES

JUST + TIME EXPRESSIONS
(Ex. "just a little while")

BE (participle) + TIME EXPRESSION

IT + VERB + TIME EXPRESSIONS
(Ex. "It needs another week.")

PRESENT PERFECT with BE + FOR
(see last note below.)

☞ Clarify the use of get (+ location e.g. "here") to indicate arrival. ***Stress the use of the fixed expression "It takes..." to express time needed for an action, process, etc. *** BE in present perfect form describes continuous existence at the location specified until the moment of the utterance. (Ex. "He has been in Chicago for two weeks.") *** Carefully explain the use of "get" in the sense of "arrive". (Ex."My co-worker got here late.") *** Present Perfect + Be + For + time expression indicates the duration of a state or condition, (Ex. "They have been ready for a long time").

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition.

b. Focused listening:
listening to narratives about trips or other activities.

c. Directed response drill.

d. Conversation circle:
discuss, and read time charts and schedules.

e. Situational dialogue.

f. Question-answer practice:
in pairs.

Reading and Writing:

a. Read and answer questions about time charts and schedules.

b. Cloze:
1. From charts.
2. From dictation.

c. Focused reading.

Course Number 403
Communication Objective 2

REPORTING PRESENCE OR ABSENCE OF THINGS OR PEOPLE

SAMPLE LIFE SITUATIONS

- ** Neighbors report the number of people attending a rally, concert or meeting. They also describe what was used, presented, etc.
- ** Workers try to proceed with faulty parts or missing supplies. They also prepare a report for store/plant/stock manager.
- ** Volunteers check the office/co-operative refrigerator while co-workers make a shopping order list.
- ** Co-workers discuss temporary staff changes the day after a serious ice storm makes travel very difficult.

TARGET SENTENCE PATTERNS

We have a lot of nails in the pail.
The basket is full(2) of peanuts.
Mr. Byrne is (not) in (3).
There are napkins on the counter.
How many boxes of nails are left?
How much oil does the car need?

SAMPLE LANGUAGE

Listening only	Listening and speaking
How'd you find the place?	How much water was there? How many people were there?
So, about how many people finally made it to the concert?	Everybody was there. There were almost 3,000 people.
There wasn't a single empty seat.	Is anyone at home? Is there any coffee left?
Give me an idea how many corner braces are left in stock.	I only found about three dozen.
I don't see the butter in the 'fridge.	Where is the butter?
Guess what he did with his car?	He finally put it in the shop.
	What did the boss do with my check?

VOCABULARY

empty
none

dozen
couple(n)
pair(n)

some
any
every

(1) INDEFINITE QUANTIFIERS
plenty(of)
a lot of
a few
many

(2) ADJECTIVES OF QUANTITY
one-third full
part(ly) full
one-quarter full
half-full

(3) ADVERBS OF PRESENCE (location)
in
here
around
out
(at)home
gone

WRITTEN VOCABULARY

ATTENDANCE
INVENTORY
REPORT
COUNT(CT.)
QUANTITY
SUPPLY

GRAMMAR STRUCTURES

THERE + BE + SUBJECT
(indicating existence)

THERE (adverb)
(Ex. "The mice ran there!")

INDEFINITE (compound) PRONOUNS:
SOME/ANY/EVERY/NO + ONE/BODY/THING
(Ex. "anything," "everybody," "no one")

Some, any, every, and no can be used to identify people or things, when combined with one, body or thing. When so combined, they may quantify as well. *** Sentences with there is + subject usually include the location (Ex. "There is a fly on the window."). Contrast these carefully with there used adverbially. *** Any is generally used only in negative contexts: a frequent exception; "Is anybody (-one) there?" *** The adjective full may be followed by the preposition of + item. (Ex. "The bucket is full of soap water.")

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
Discuss pictures of classrooms, workplaces, stores, libraries, etc.

b. Situational dialogue.

c. Focused listening:
Ex. listen, then mark on paper whether what is being talked about is full, empty, or half-full.

d. Substitution drill.

e. Expansion and Combination drills.

f. Real-life contact activities:
How many people are at an event? Who are the important participants? Report back.

Reading and Writing:

a. Fill-in.

b. Sentence combining exercises.

c. Dictation.

BEGINNING ESL

Course Number 403
Communication Objective 3

EXPRESSING ABILITY AND INABILITY

SAMPLE LIFE SITUATIONS

** An applicant discusses job responsibilities and his or her background in an interview.
** Each player in a card game describes his or her understanding of what is permissible under the rules.
** Co-workers describe the limitations of a new machine and contrast these with the performance of the old one (typewriter, punch press, can-opener, etc.)
** Social service agency clients discuss new regulations and how these affect the agency's services.

TARGET SENTENCE PATTERNS

I can fix (1A) motors.
He can make (1B) a good dinner.
Nisa works as a waitress (2) when needed.
He's good at painting signs.
She can (3) use a screwdriver (4).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What skills do you have?	What can you do?
	I have 2½ years of experience as a cashier.
What kind of experience do you have with motors?	I worked 6 years with electric motors.
What else can you do?	I can sew and cook well. I know how to use a power saw.
Why should I hire you?	I was always at work on time. I was a good employee. My supervisor said I was a good worker.
	I'm sorry. I can't lift heavy boxes but I can open them quickly.
She's unable to work overtime.	I can't work overtime this week, but I'll be able to work late next week.

VOCABULARY

do (=activity)
know how (=capable of)
experience
work with (+tool, occupation)
work as (+occupation)

(1) VERBS INDICATING SKILLS
A. fix repair build make
B. cook bake make serve

(2) OCCUPATIONS
repairman bagger waitress
stock clerk cook(n) dishwasher

(3) VERBS INDICATING ABILITY
can is able to knows how to

(4) NAMES OF IMPLEMENTS
screwdriver can opener
wrench (hand) saw

GRAMMAR STRUCTURES

THERE + BE + SUBJECT
(indicating existence)

THERE (adverb)
(Ex. "The mice ran there!")

INDEFINITE (compound) PRONOUNS:
SOME/ANY/EVERY/NO + ONE/BODY/THING
(Ex. "anything," "everybody," "no one")

☞ Some, any, every, and no can be used to identify people or things, when combined with one, body or thing. When so combined, they may quantify as well. *** Sentences with there is + subject usually include the location (Ex. "There is a fly on the window."). Contrast these carefully with there used adverbially. *** Any is generally used only in negative contexts: a frequent exception; "Is anybody (-one) there?" *** The adjective full may be followed by the preposition of + item. (Ex. "The bucket is full of soap water.")

CLASSROOM NOTES

Course Number 403
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   Discuss pictures of classrooms, workplaces, stores, libraries, etc.

b. Situational dialogue.

c. Focused listening:
   Ex. listen, then mark on paper whether what is being talked about is full, empty, or half-full.

d. Substitution drill.

e. Expansion and Combination drills.

f. Real-life contact activities:
   How many people are at an event? Who are the important participants? Report back.

Reading and Writing:

a. Fill-in.

b. Sentence combining exercises.

c. Dictation.

EXPRESSING ABILITY AND INABILITY

SAMPLE LIFE SITUATIONS

- ** An applicant discusses job responsibilities and his or her background in an interview.
- ** Each player in a card game describes his or her understanding of what is permissible under the rules.
- ** Co-workers describe the limitations of a new machine and contrast these with the performance of the old one (typewriter, punch press, can-opener, etc.)
- ** Social service agency clients discuss new regulations and how these affect the agency's services.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What skills do you have?	What can you do?
	I have 2½ years of experience as a cashier.
What kind of experience do you have with motors?	I worked 6 years with electric motors.
What else can you do?	I can sew and cook well.
	I know how to use a power saw.
Why should I hire you?	I was always at work on time.
	I was a good employee.
	My supervisor said I was a good worker.
	I'm sorry. I can't lift heavy boxes but I can open them quickly.
She's unable to work overtime.	I can't work overtime this week, but I'll be able to work late next week.

TARGET SENTENCE PATTERNS

I can fix (1A) motors.
He can make (1B) a good dinner.
Nisa works as a waitress (2) when needed.
He's good at painting signs.
She can (3) use a screwdriver (4).

VOCABULARY

do (=activity)
know how (=capable of)
experience
work with (+tool, occupation)
work as (+occupation)

(1) VERBS INDICATING SKILLS
A. fix repair build make
B. cook bake make serve

(2) OCCUPATIONS
repairman
stock clerk
bagger
cook(n)
waitress
dishwasher

(3) VERBS INDICATING ABILITY
can is able to knows how to

(4) NAMES OF IMPLEMENTS
screwdriver
wrench
can opener
(hand) saw

GRAMMAR STRUCTURES

MODAL VERBS:
CAN, COULD
MODAL SUBSTITUTES:
BE ABLE(TO)
KNOW HOW(TO)

☞ Elicit job skills as well as general interests and abilities from learners. Use this information in preparing exercises. *** The adjective else can be added after "anything, someone," etc. to indicate "more, different or other" (see Notes for 403-2).

CLASSROOM NOTES

Course Number 403
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion: job pictures.
b. Listening passages.
c. Substitution drill and table.
d. Situation-response practice: in pairs.
e. Dialogue.
f. Language experience story.
g. Role play.

Reading and Writing:

a. Prepare personal data cards to use in interviews.
b. Fill-in: job application forms.
c. Focused reading:
use want ads, job descriptions.

Course Number 403
Communication Objective 4

EXPRESSING GENERAL OR SPECIFIC LIMITATIONS

SAMPLE LIFE SITUATIONS

- ** Learners are told they may plan a party but that restrictions on alcoholic beverages must be followed.
- ** Shoppers consider why certain vegetables are not always available "out of season."
- ** Workers advise their supervisor that the job requires more supplies than there are in stock.
- ** Unexpectedly, guests call to announce their arrival at dinner time. Hosts try to decide between cleaning house, washing up or preparing a nice dinner.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What's holding you back?	What's wrong ? It's too heavy (for me). I need more solvent. I can't pick it up.
	C'mon. Let's go. Hurry up.
What's the rush?	We only have 15 minutes. We won't make it on time. There's not enough time.
That's $59.36.	I only have $50.00. I don't have enough money.
There are no more than 10 people allowed.	That's too many people.
The longest it can possibly take is a week.	It'll be a week or less. I can't wait longer than that.

For reading and writing

What are the limits?
How long can man live without food?

TARGET SENTENCE PATTERNS

We will need more on (1) Saturday.
The motor takes more oil than that (2).
It's good to eat less salt.
I hope we make it before the bank closes.
There's not enough sunlight.

VOCABULARY

more
less
enough
too
only
rush
hurry (up)
on time
make time
run out of (consume)
make it (=arrive, attend, complete on time)

(1) PREPOSITIONS
on for by before

(2) INDIRECTLY INDICATED AMOUNTS
usual normal last time before

WRITTEN VOCABULARY
SPEED LIMIT NO PARKING
EMERGENCY USE ONLY

GRAMMAR STRUCTURES

COMPARATIVES: MORE (THAN) + NOUN PHRASE
LESS (THAN) + NOUN PHRASE
MORE + ADJECTIVE + (THAN)

PREPOSITIONS: BY, ON (+ time expressions)
(Ex. "by Tuesday")

IT TAKES + NOUN PHRASE
(Ex. "It takes a lot of time.")

TOO: + ADJECTIVE (Ex. " too fast")
+ MUCH/MANY + NOUN PHRASE (Ex. "too much work")
NOT ENOUGH + NOUN PHRASE (Ex. "not enough workers")

Following adverbial phrases of degree or quantity, THAN has the sense of "beyond" (Ex."I can't use more than what I have now.") *** It takes + noun expresses a general need or requirement etc. (Ex. "It takes time.") Another meaning: "capacity" (Ex. "The tank takes 20 gallons.") *** Include comparative and superlative forms in exercises where appropriate. *** Practice prepositions needed to specify limitations. Contrast what is needed on or before a specified time (BY) with those indicated for a specified time (ON). *** Review 303-9 for a note on "too."

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Substitution drill.

c. Question-answer drill.

d. Situational practice.

e. Monologue:
use real-life information, or allow learners to develop their own "facts."

f. Role play.

Reading and Writing:

a. Sight words.

b. Read signs and express them in complete sentences.

c. Fill-in exercise:
provide a possible answer set.

Course Number 403
Communication Objective 5

REPORTING AND ASKING ABOUT CHANGES

SAMPLE LIFE SITUATIONS

- ** A customer changes his or her mind while making an order at a fast-food restaurant.
- ** Neighbors note that a recently opened shop is moving nearby to bigger quarters.
- ** A clinic patient describes changes in his or her condition to the health care provider (intake nurse, insurance agent, etc.)
- ** Friends contrast their recently acquired apartment with their previous unit.

TARGET SENTENCE PATTERNS

When did Mrs. Simon leave (1)?
Did Mike work here before?
Oscar used to teach in the library.
The bus route was changed last month.
The Smyth store closed almost a year ago.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I'm sorry. Your flight on the 20th at 1:00 is cancelled. There is another flight at 4:15.	What happened? When did it change? Why did it happen?
	Ted used to work here, but he got a new job at Helene Curtis.
My goodness! How you've changed!	Yes, I used to wear my hair long. But I cut it short last week.
This neighborhood isn't anything like it used to be.	Yes, they tore down the grocery store and changed the school parking lot.
Wait, make that a hamburger.	Change mine to a hamburger, please.

VOCABULARY

leave
move
change one's mind
change
close
different
decide

(1) VERB PHRASES (PREDICATE)
become head cook
open the auto parts store
eat
go home

(2) NOUN PHRASES
old bus route
plan for the trip
broken light
picture above the boss's desk

WRITTEN VOCABULARY

CHANGE OF ADDRESS FORM
MOVED TO
FOWARDING ADDRESS

GRAMMAR STRUCTURES

INTENSIFIER: THAT + ADJECTIVE
(Ex. "It doesn't seem that different.")

SO THAT (expressing reasons)
(Ex. "It was moved so that everyone can see it.")

WH-QUESTION WORDS: WHO, WHEN, WHICH, etc.

COMPARATIVES: MORE + ADJECTIVE, - ER

SUPERLATIVES: THE MOST + ADJECTIVE, -EST

When the agent of change is unknown or institutional (and hence impersonal), the word "they" is often used as the subject noun. Learners may avoid vagueness by using passive contructions. ***See 401-5, Reporting Activities and Experiences (Past), on "emotions." Also see notes at 401-6 on the use of "but now" to contrast past and present conditional. ***Expressions like "What's been going on?" and "What's the matter with that?" indirectly request information about changes (and their processes).

CLASSROOM NOTES

Course Number 403
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   presumed versus new information.
b. Situation-structure practice:
   provide "before and after" pictures.
c. Situational dialogue.
d. Conversation circle:
   Discuss the role changes play in the lives of the learners.
e. Dialogue construction.
f. Jazz chant.

Reading and Writing:

a. Reading passages:
   Learners note the old and new information contrasted in the passage.
b. Read and write change of address cards.
c. Learners write a short story based on their own experiences.

Course Number 403
Communication Objective 6

EXPRESSING DEGREES OF SIMILARITY AND DIFFERENCE

SAMPLE LIFE SITUATIONS

** Friends, looking at photos, discuss family resemblances.
** A salesperson describes differences between clothing fabrics, noting the following points: ease of care, price, comfort, durability, etc.
** Learners compare "national dishes" as they are prepared by each family; discuss spaghetti (or similar pasta) recipes, including seasoning.
** Learners describe their favorite picnic sites.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Quite a lot alike.	A little different. Not that different.
Somewhat different. A slight resemblance.	A lot alike. Very similar.
They don't really look much. alike.	Not really very different. Not much alike.
Which one of them is easier?	Is one of them easier? How different/similar are they? How long does it take for each one?
They don't look a bit alike.	Idioms(optional)
	like night and day like 2 peas in a pod

TARGET SENTENCE PATTERNS

The State of Illinois Building looks a little bit (1) like a spaceship.
Both plates of spaghetti taste alike(2).
Your mother looks just like your sister.
Khmer and Thai newspapers don't look very different to me.
The winter in Zimbabwe is really(3) different from Chicago's.

VOCABULARY

similar different seem alike
like another compare just

(1) EXPRESSIONS OF APPROXIMATE SIMILARITY

kind of something (rather) a bit

(2) EXPRESSIONS OF EQUALITY

the same like the other one

(3) (adverbial) INTENSIFIERS

very quite really

GRAMMAR STRUCTURES

VERB + ADVERBIAL
(Ex. "...looks the same.")

VERB + INTENSIFIER + ADJECTIVE
(Ex. "...Seems very different.")

Note that NEG + INTENSIFIER is often used to indicate small differences as well as contradiction of expectations, e.g. "The new stamps don't look so good (to me)." *** KIND OF + ADJ is a frequently used adverbial equivalent of "somewhat." *** Learners should pay careful attention to the use and placement of adverbials.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Substitution drill:
    with picture cues.
c. Substitution table:
    expressions of similarities and differences.
d. Situation-response.
e. Compare and contrast
    -pictures
    -listening passages.
f. Situational practice.
g. Role play.
h. Games:
    discuss before and after.

Reading and Writing:

a. Compare and contrast reading passages:
    Ex. Two newspaper headlines on same event.
b. Read labels to compare prices and values.
c. Games:
    after playing, learners write how they did, how they liked it, who won, etc.

Course Number 403
Communication Objective 6

BEGINNING ESL

Course Number 403
Communication Objective 7

EXPRESSING PERSONAL NEEDS

SAMPLE LIFE SITUATIONS

- ** A customer describes the color and material of fabric needed to sew a team uniform.
- ** An employee attempts to negotiate a schedule change with the supervisor.
- ** Neighbors discuss what kind of dog would make both a good house pet and watchdog in their respective households.
- ** Tenants negotiate improvements to an apartment before signing the lease.

TARGET SENTENCE PATTERNS

I really need something to eat.
She shouldn't work so hard.
My son has to go to the dentist.
I have to (1) work at night.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What I really need is a good vacation.	I really need a rest. I'd like to have some time off.
I could really use a new carpet.	I'm looking for a new toaster. I really should get a new shower curtain.
I hope you find what you're looking for. I'm trying to get a fan.	We're going to save for a new refrigerator. My family needs a larger one.
I ought to find a new apartment.	I've been thinking about getting a new car. I'm looking for a wrench to fix my car with.

VOCABULARY

look for
try to
think about
get ready for

(1) MODAL VERBS (NECESSITY)
have to must should

VOCABULARY WRITTEN

REQUIRED NECESSARY (adj.)

GRAMMAR STRUCTURES

PARTICIPLE + GERUND
(Ex. "I've been living here for three months.")

ADVERBS" FOR, SINCE
(adverb phrases as complements of Present Perfect Continuous)

Present the Present Perfect (Continuous) Tense. It may be used with "for" or "since". (Ex. "The baby's been playing for a long time.") *** Present (Continuous) can indicate a basis for an action planned or proposed (e.g. "The baby was playing, so now she needs a nap"). *** Help learners form sentences with long verb phrases (see Target Sentence Patterns above for an example). *** Note that should have + participle indicates an obligation which was not fulfilled. *** Carefully contrast the quality of obligation in should (necessary as viewed by the speaker) and must/have to (unavoidable obligation due to outside forces, the general situation, etc. "We have to pay taxes by April 15th.") Note that the latter example suggests necessity with dire consequences for non-compliance.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Expansion drill.
c. Focused listening:
   name of items in radio ads.
d. Conversation circle.
e. Situational practice.
f. Monologue:
   expressing personal needs.

Reading and Writing:

a. Focused reading:
   use ads for sales, special advertising in newspaper.
b. Fill-in:
   complete sentences like
   "I need some ______________."
c. Controlled composition.

BEGINNING ESL

Course Number 403
Communication Objective 8

DESCRIBING PERSONAL EXPERIENCES

SAMPLE LIFE SITUATIONS

- ** Immigrants describe their voyage to the USA and their first recollections.
- ** A worker joins his colleagues late. S/he gives an account of getting a traffic ticket for the first time. Co-workers give their accounts of traffic court procedures.
- ** Customers, waiting in line, compare how well products (ex. laundry soaps) do their jobs.
- ** Learners discuss childhood games.

SAMPLE LANGUAGE

Listening only	Listening and speaking
It was really something taking an ocean liner from Europe.	The trip by boat from my country was very difficult.
Man, I was scared when the cops stopped me but they were cool.	When I saw the lights of the police car, I was afraid they would take me to jail.
"Try Ultra-Brite. It worked for me."	I like Ipana toothpaste because it works fine for me.
Sometimes I feel a tingling in my feet. That's when I say "my foot's asleep."	One day I woke up and felt like I was floating in the air.
Eating ice cream too fast really splits my head wide open.	Drinking too much beer never makes me drunk, but I always get a terrible headache.

TARGET SENTENCE PATTERNS

I had fun fishing in Lake Michigan.
The ride was interesting (1).
I was sad to leave home.
My brother once met/saw
Muhammad Ali (2) in New York.

VOCABULARY

worry
enjoy
afraid
scared
(have) fun
surprised

(1) DESCRIPTIVE ADJECTIVES

interesting
scary
comfortable
exhausting

(2) WELL-KNOWN PERSONALITIES OR OBJECTS

(include US monuments and popular culture figures of interest to learners)

The Brooklyn Bridge
The Grand Canyon
Ralph Bunche
Jimmy Carter

GRAMMAR STRUCTURES

ADJECTIVAL VERBS
(Ex. "It was exciting.")

GERUND PHRASES AS SUBJECTS
(Ex. "Breaking up is hard to do.")

The use of gerund phrases as subjects may be introduced here (see Note at Objective 602-9). *** For a discussion of gerund and adjectival verb forms see Objective 702-2, Reporting the Parts of Events and Actions. *** The phrase "I once heard..." introduces an account of an unusual and/or extraordinary event. The subject noun phrase here should be limited to personal nouns or pronouns (Ex. "My cousin once found $50 in the street!") This avoids more complex sentences (with "that-deletion") like: "There's the race car I once saw on T.V.!"

CLASSROOM NOTES

Course Number 403
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle.

b. Learners bring pictures of experiences, post them in class, and discuss them, Some learners may prefer to write or discuss their experiences. Stress learner's control of information elicited.

c. Expansion drill with sentence combining.
   Ex. TS: He went to the clinic last week.
   He took the bus.
   CL: He went to the clinic by bus last week.

d. Problem-solving:
   Learners give an account of their solution to a difficult situation.

e. Language experience stories:
   for students to present in class.

Reading and Writing:

a. Reading personal experience stories.

b. Short free composition.

c. Strip story:
   With learners' permission, use a story discussed earlier by the class.

BEGINNING ESL

Course Number 403
Communication Objective 9

SPECULATING AND STATING ASSUMPTIONS

SAMPLE LIFE SITUATIONS

** Witnesses discuss the causes and sequence of events in a car accident.

** A shopper picks up a package which looked like the desired item. Later, at home, the shopper tries to figure out how it got inot his or her bags.

** A group of workers discuss another's dismissal.

** Friends emerge from the local lounge (or fast food restaurant) and try to figure out the cause of a commotion outside.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I wonder what happened. I can't imagine what's going on in there.	I don't know what happened. Maybe I can guess or find out.
It's very likely the wheel hit the rut and he lost control.	Probably the wheel hit the hole in the street and made the car go left.
I guess he fell asleep while working on the press punch.	I don't know. Maybe he fell asleep on/at the press.
We've been boxing all the cards we get. I just assumed we'd box these too.	We put all the cards in boxes, so I thought we should also put these in.

I guess (1A) the party is over.
We thought you didn't want us to come.
It seems (1B) (that) we'll get a raise.
Do you think it will snow in March?
Maybe so. (2).
The store will probably (3) be closed for Easter.

VOCABULARY

possible
likely (adj)
hope
suggest
feel (=assume)
make (=force) (v)

(1) VERBS INDICATING ASSUMPTIONS

A. (with personal noun subjects)

think
feel
believe
suppose
wonder (if)
guess

B. (with impersonal "IT" subject)

seems
looks (like)
appears
feels (like)

(2) RESPONSES INDICATING SPECULATION

Could be.
Maybe (so).
Perhaps.

(3) ADVERBS INDICATING SPECULATION

probably likely possibly

GRAMMAR STRUCTURES

IF- and THAT-CLAUSES
(Ex. "I guess it will rain tomorrow.")

Be sure that exercises encourage the learners' imagination, expressed in English for communication practice. *** Use IT- or THAT-clauses with the following verbs: guess, believe, feel, be sure. The entire clause can be replaced by so with "guess" and "believe." The clause can be negated with not replacing so. *** In normal usage, these verbs are negated thus: "I don't think so," *** IF-clauses are used with wonder (Ex. "I wonder if he will come.") This verb can be used to pose indirect questions.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Training Specialist provides action sequence photos. Learners are asked what caused the sequence to begin, and to suggest a possible outcome.

c. Situation-structure practice:
Include "must" and "must have."

d. Conversation circle.

e. Situation-response practice.

Reading and Writing:

a. Fill-in exercise:
Provide possible answer sets for learners.

b. Strip story.

c. Reading passage:
Learners select from a list of possible causes, reasons, conclusion, etc.

Course Number 403
Communication Objective 9

Course Number 403
Communication Objective 10

EXPRESSING WISHES OR DESIRES

SAMPLE LIFE SITUATIONS

- ** After searching the storeroom, a clerk tells the customer that the part needed is not in stock.
- ** Neighbors discuss their hopes for community improvement while watching heavy construction equipment being trucked past their homes.
- ** After plans for a party are made, some class members absent during the planning sessions express their discontent with the announced limitations.

TARGET SENTENCE PATTERNS

I hope they fix the curb (1)
We want to have a nice party (2).
I wish we could plant vegetables (1).
I'd like to work downtown (2).
It would be nice to get a chance to visit the zoo.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I wish I had more money. I wish I could (but I can't).
It'd be really neat to have a computer game. I'd sure like to have something like that.	I'd like to visit Hawaii one day. I would love to be able to buy a house.
I've always wanted to get a fur coat (but I've never had enough money).	I dream of a large ranch in the valley.
We'd sure like to bring a bottle of sherry.	It would be nice to have a real party with dinner and wine.
I'm looking for better opportunities.	My friend Donald wants to find a better job.

VOCABULARY

wish
dream
be able to
be allowed to

(1) SAMPLE VOCABULARY FOR WISHES
- win the raffle
- find some jeans on sale
- see Alaska one day

(2) SAMPLE VOCABULARY FOR DESIRES
- a new fur coat
- to visit my cousins in Cap Haitian
- to take a trip to Mecca

GRAMMAR STRUCTURES

SUBJUNCTIVE MOOD:
HAD, WERE

MODAL EQUIVALENT:
OUGHT TO

CONDITIONAL MODALS:
WOULD, COULD

The subjunctive mood should be taught only as fixed phrases. Stress that "I wish that I were/had...." indicates that the complement is unreal. *** Stress that ought to indicates advisibility (usually a suggestion), in contrast to must, which generally indicates strong obligation. *** Use wish + could for ability and permission; wish + (pro)noun + would for actions desired of others. (Ex. "I wish Mr. Vander would shut up.") This example can be used as an indirect request as well; it is not polite but slightly less brusque than the command form.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening: "What do they want?"

b. Discuss what learners would like to have, do or become.

c. Short dialogues:
   include target language forms.

d. Substitution drills:
   include learners' own ideas.

e. Situation-structure drill:
   "Do you wish you were....?"

f. Situational practice.

g. Monologue.

Reading and Writing:

a. Ask learners to prepare:
   1. Wish lists.
   2. Goal lists.

b. Sentence-combining.

c. Reading passages.

Course Number 403
Communication Objective 11

UNDERSTANDING AMD MAKING APPOINTMENTS

SAMPLE LIFE SITUATIONS

** A patient makes appointments for laboratory tests to be made over a period of weeks.
** A driver mades a date for repairs to be made during the evening at the service station.
** A public aid client missed the regular caseworker home visit. The client calls the office to try to arrange for a make-up visit.
** A learner calls the school office to schedule a placement test.

TARGET SENTENCE PATTERNS

Can I make an appointment?
I can come in next week.
We need to change the date.
The doctor will see you now.
Will the repairman be able to come?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Are you a patient of ours? I'll see what's available?	I'd like to make an appointment with Dr. Ishan.
How about March 19 at 2 PM?	Is there anything before that? Can I come in the morning?
Well, what about Friday of next week?	I'd like a different time please. It's for my brother. He has been having headaches.

Reading only

Please report to 3901 S. State Street on Thursday, May 20, 1983 at 3:00 PM.

You are required to keep all appointments. Failure to do so could result in a change in your status and/or additional fees.

447

VOCABULARY

appointment
change
see (= meet with)
cancel
schedule
patient

INFORMAL VOCABULARY FOR APPOINTMENTS
(plus time and/or place)

Let's get together...
(I/we will) See you...
Why not/don't you come over....

WRITTEN VOCABULARY

cancellation
notice

448

GRAMMAR STRUCTURES

BE + IT + POSSIBLE (QUESTION)
BE + (PRO) NOUN + ABLE TO + VERB (QUESTION)
PREPOSITIONS (+ time expressions):
    from now, in before, after, by, at

☞ Carefully expand learners' vocabulary and sentence structure forms by building on the language already acquired. ***Practice prepositions + time expressions for accuracy and control.

CLASSROOM NOTES

Course Number 403
Communication Objective 11

SUGGESTED STRATEGIES

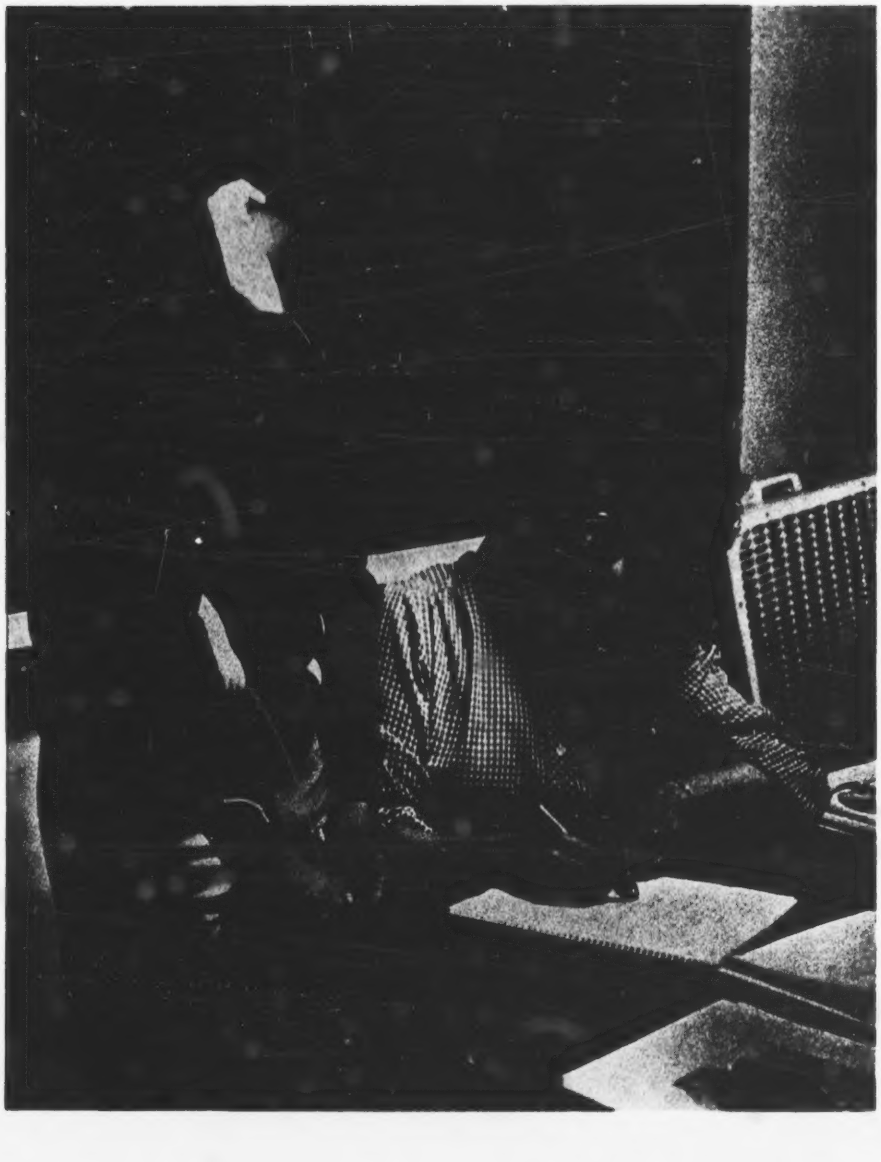
Listening and Speaking:

a. Focused listening:
    people making appointments.
b. Repetition:
    practice language people use to make appointments.
c. Vocabulary expansion:
    expressions and words used in making and changing appointments.
d. Conversation circle.
e. Situational dialogue.
f. Role play.

Reading and Writing:

a. Read appointment card and circle dates on calendar.
b. Write down informal appointments understood from the context of natural conversations.
c. Fill in exercise.

INTERMEDIATE
ESL



Courses 501–703

INTERMEDIATE ESL

Courses 501-502-503

Communication Objectives

Course 501

1. Greeting and Taking Leave
2. Introducing Oneself and Others
3. Ordering Things (In a Store, Restaurant, etc.)
4. Asking for Someone and Leaving Messages
5. Clarifying and Explaining
6. Complaining (About Objects)
7. Describing Habitual Activities (Past and Present)
8. Asking for and Reporting Directions (Location)
9. Understanding and Giving Instructions
10. Arranging a Meeting or Appointment
11. Expressing Appreciation

Course 502

1. Offering and Requesting Assistance
2. Suggesting a Course of Action (Including the Speaker)
3. Discussing Future Events and Activities
4. Indicating and Describing Misunderstandings
5. Agreeing on a Course of Action
6. Comparing and Contrasting People, Things and Activities
7. Describing Concurrent Events and Activities (Present)
8. Asking for, Giving and Denying Permission
9. Describing Concurrent Events and Activities (Past)
10. Giving and Acknowledging Compliments
11. Closing a Conversation

Course 503

1. Reporting and Asking about News (Good or Bad)
2. Expressing Concern and Pleasure
3. Indicating Whether or Not One Remembers Something
4. Asking about People's Whereabouts and Activities
5. Stating Positive and Negative Assumptions
6. Describing Jobs, Work Activities, Workplaces
7. Describing Knowledge, Skills, Interests
8. Expressing Ability and Inability (Past)
9. Reporting, Comparing and Estimating Quantities
10. Making, Granting and Refusing Requests
11. Making, Accepting and Declining Invitations.

Course Number 501
Communication Objective 1

GIVING AND TAKING LEAVE

SAMPLE LIFE SITUATIONS

- **A worker meets someone for the first time at a new job.
- ** A new class member joins a group of learners.
- **Neighbors say goodbye as one family prepares to move out of town.
- **Two people with children wait at a public agency office. After a brief chat, one is called for an interview.

TARGET SENTENCE PATTERNS

Hi! (1) How are you doing? (2)
(I'm) Fine (3), thanks. And you?
Haven't we met?
See you later (4).
You, too.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Hi! How are you doing? How do you do, Mr. Fenelus? What's happening (going on)?	I'm fine, thanks. And you? (I'm going) alright. Nothing much.
Do I know you?	I don't think so.
Hey! Didn't you play soccer in Garfield Park last summer?	Don't I know you from our old English class? Haven't we met before?
I'll be glad to see you again. It will be nice to meet again.	Well, take it easy. See you later.
We'll have to get together again sometime.	Alright, you too. Thank you for coming.
I look forward to seeing you again.	(It was) nice to meet you. I enjoyed talking to you. I hope to see you again.

VOCABULARY

(1) BRIEF GREETINGS
Hello! What's going on? Hi!

(2) VERBS OF PERSONAL INQUIRY
feeling coming along doing

(3) TYPICAL GREETING RESPONSES
o.k. alright not bad fine

(4) SHORT CLOSINGS
Take it easy.
See you later.
Take care.

GRAMMAR STRUCTURES

OBJECT PRONOUNS:
her, him, it

PREPOSITIONS:
SINCE, FOR, BEFORE
(+ time expressions)

Present phrases with several verbs to practice verb placement rules. ***Intermediate learners have probably heard many greetings and closings. They should be elicited and discussed. Give attention to levels of familiarity and encourage learners to select phrases appropriate for the social setting in which they use English. *** See similar objective 402-1, Describing Family, Work and Personal Relationships.

CLASSROOM NOTES

Course Number 501
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue:
Include casual and more formal greetings.

b. Directed response drill:
Ex. TS: Well, so long.
CL: O.K. I'll see you later.
TS: Take it easy.
CL: O.K. I'll see you later.

c. Choice drill.
Ex. Answer with either "Fine, and you?" or "Thanks, and so do you."

TS: How are you doing this morning?
CL: "Fine, and you?"
TS: "You look lovely today!"
CL: "Thanks, so do you!"

d. Dialogue construction.

e. Interview:
Practice in pairs.

Reading and Writing:

a. Cloze.

b. Substitution table:
Provide varied greetings and closings. Note that a single response is appropriate for the entire group.

c. Fill-in exercise.

Course Number 501
Communication Objective 2

INTRODUCING ONESELF AND OTHERS

SAMPLE LIFE SITUATIONS

** A client calls a social service agency for an appointment.
** An apartment renter visits the realty agent at his office.
** Shopping with his or her family, learner meets TS on the street.
** A worker asks a friend for an introduction to a member of the of the cafeteria staff at work.

TARGET SENTENCE PATTERNS

This is my brother (1), Ronald.
I'd like you to meet my boss.
Don't I know you from the store (2)?
I'm Jacques. I work with Eddie and Martin.
My name is Mr. Gamiño.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Let me introduce myself. I'm Joseph. I would like to introduce you to my friend Mr. Smithson.	Hi! I'm José. This is my friend Mr. Nuet. Nice to meet you. It's a pleasure to meet you.
Pardon me. My name is Michelle. May I help you? I'm Mr. Banneker. What can I do for you?	Excuse me. I'm Saluhu. Can I help you?
You know Sally, don't you? You've met Susie, haven't you?	I'd like (for) you to meet Andreas. These are my friends Emil and Agipito.
Won't you say hello to my friends?	
What's he called?	I think we've met. Don't you work at the Chalet? Don't I know you from work?

VOCABULARY

pleasure
introduce
get to know (=become acquainted)

pleased (adj)
think (= suppose)

(1) NOUNS INDICATING PERSONAL RELATIONSHIPS

neighbor
guest

roommate
partner

(2) PLACES FOR CASUAL CONTACT

cafeteria

laundromat

GRAMMAR STRUCTURES

PRESENT PERFECT TENSE:

MODALS: CONDITIONAL "WOULD"
(Ex. "I'd like to meet your friend.")

In introducing oneself, one frequently includes some identification of work or relationship to mutually acquainted friends. Learners should understand that this is optional. ***For requests in informal usage, can and may are equivalent. Could is also frequent.

CLASSROOM NOTES

Course Number 501
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Learners make actual introductions in class.

b. Monologue: self-introduction.

c. Short dialogue.

d. Question-answer drill:
include questions about others as well as the person asked.

e. Problem-solving.

f. Role play.

Reading and Writing:

a. Students read short description of a given individual, then complete personal information form for that person.

b. Language experience story:
"What happened when I tried to introduce myself to others."

c. Sentence-combining:
Ex. This is my friend. His name is Jean-Georges. He is from Alsace. He lives in Paris now. He has been visiting Chicago since April.

INTERMEDIATE ESL

Course Number 501
Communication Objective 3

ORDERING THINGS (In a Store, Restaurant, etc.)

SAMPLE LIFE SITUATIONS

** A customer places a lunch or dinner order with the waiter.
** A customer orders an item which is not in the department store's stock.
** Supplies or stock items are requested by a factory worker.
** Customer purchases specially prepared foods at the grocery store (deli, butcher counter, etc.).

TARGET SENTENCE PATTERNS

May I have/take your order?
We'll have some fish (1).
How would you like it?
I'd like mine fried (2).
Do you have any blue pencils (3)?
You don't have ribbon? How about some string?

SAMPLE LANGUAGE

Listening only	Listening and speaking
May I help you?	I'd like a salad.
Can I take your order?	I'll have some lemonade.
Will that be just trimmed or would you like it fileted?	Just break the bones and I'll do the rest of the cutting.
How do you want your potatoes?	Baked, please.
What ch'all need today?	We'd like some juice and a cup of coffee. Could I have some dinner rolls?
What d'ya want this morning? What can I do for you?	I'm looking for a belt. I need a slip, size 12.
We're gonna have'ta have some more duct tape down here.	How about some more strapping tape?
That's out of stock right now.	What I really need is some more labels. Can you get me some threaded nuts and expansion bolts?

461

VOCABULARY

material order (n, v)
meal cut (of meat)

how about(=one's feeling, understanding)

(1) VOCABULARY FOR FOOD ORDERS (selected)
chops boned fish
fresh ground coffee

(2) VOCABULARY FOR FOOD PREPARATION
baked ground breaded
fried broiled (whipped)

(3) VOCABULARY FOR GOODS ORDERS (selected)
fabric lumber tape

WRITTEN VOCABULARY
ITEM CATALOGUE

462

GRAMMAR STRUCTURES

HOW ABOUT + NOUN PHRASE OR GERUND

WILL HAVE + COMPLEMENT (ordering)
(Ex."I'll have pie.")

NOUN CLAUSE as SUBJECTS
(Ex."What I need is...")

SOME/ANY with COUNT/NON-COUNT NOUNS

Provide exercises which include practice with telephone conversations (e.g. calling a service or order department.) *** Review some and any with count and non-count (mass) nouns, especially with foods, materials, etc. See note at 403-2. *** Allow learners to select situations for placing orders; develop related vocabulary. *** In situation practice, practice, related singular and plural use of pronouns, e.g. "May I take your orders?" "We'll have juice/pops." "Would everyone like/you have carrot juice?" etc.

CLASSROOM NOTES

Course Number 501
Communication Objective 3

SUGGESTED STRATEGIES

Listening and speaking:

a. Situational dialogue.

b. Substitution table:
contrast polite and informal ways of placing orders.

c. Conversation circle:
learners discuss their experiences.

d. Focused listening:
check comprehension of question-answer dialogues posing questions such as "Who wanted pie and who wanted chocolate cake?"

e. Situational practice.

f. Real-life contact activities.

Reading and Writing:

a. TS prepares menu or selects one from a local restaurant. Learners list the meal they would like and then calculate the cost.

b. Language experience story.

c. Fill-in exercise:
include mail-order house forms and retail catalogue blanks.

Course Number 501
Communication Objective 4

ASKING FOR SOMEONE AND LEAVING MESSAGES

SAMPLE LIFE SITUATIONS

** A worker asks for a meeting with the personnel officer.
** A parent tries to reach the doctor who saw his or her child at the clinic a week before.
** The guaranteed work done on a radio purchased just three weeks ago is not sufficient; a customer tries to call the friendly salesman who said he would take care of any problems.
** A friend arrives at the hospital to visit a neighbor minutes before the end of visiting hours.

TARGET SENTENCE PATTERNS

May I speak to the secretary?
I'm looking for Marta.
Can you tell me where she is?
Is the salesman in (1) now?
I'm sorry, he just left (2).
Tell them I called (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
May I ask who is calling? Can I say who's calling?	May I speak with Mary? Is Mr. Franklin there? Can I talk to Thomas?
	I'm looking for Mr. Duvalier. Can you tell me where Mark is?
Yeah. Sure. Hang on. Hold on.	Just a minute please.
He came by earlier but he's not there now.	I'm sorry. He isn't in. Sorry. He's not here.
She'll be back in a few minutes.	She's gone but she'll return soon. Yes. She'll be right back.
I'll see she gets the message.	Tell her I called. Let her know I was here.

VOCABULARY

in (=here)
find
come back
in a little while
look for
return

(1) VOCABULARY INDICATING PRESENCE
in
here
there
around
at her desk
at work

(2) VOCABULARY INDICATING ABSENCE
left
went home
got on the phone
stepped out

(3) LEAVING WORD
came (by)
will be back (=return)
was here

GRAMMAR STRUCTURES

NOUN CLAUSE as OBJECT
(Ex. "...where Mr. Campbell is?")

BE + PARTICIPLE (with "go," "be back," etc.)
(Ex. "She's gone right now.")

VERB + PRONOUN (OBJECT)
(Ex. "Tell her." "Ask him.")

☞ Learners should practice "ask" and "tell" without prepositions after the verb. Personal object pronouns are not used after "say". *** Learners should be careful to understand and select vocabulary appropriate to telephone or in-person conversation. For example, a sentence like "I'd like to see Mr. Gallas" can be understood literally. It could also indicate a wish for an appointment if spoken over the telephone. ***Check learners' fluency with short answers and contractions.

CLASSROOM NOTES

Course Number 501
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution-correlation drills.

b. Directed response drill.

c. Vocabulary expansion.

d. Focused listening:
Determine whether the situation is formal or informal.

e. Situation-response practice.

f. Role play:
Learners define their roles and determine their responses.

Reading and Writing:

a. Fill-in exercise.

b. Dictation.

c. Real-life contact activities:
Make appointments with charitable or social service agencies.

Course Number 501
Communication Objective 5

CLARIFYING AND EXPLAINING

SAMPLE LIFE SITUATIONS

** A worker tries to clarify instructions just given by the boss.
** Neighbors discuss the relative value of different ingredients for a "traditional" recipe.
** A customer describes an item from among many in a showcase.
** Learners try to determine what images they can see in an abstract work of art (ex. the Picasso statue).

TARGET SENTENCE PATTERNS

Do you know what I mean (1)?
Let me explain (2) that,
I want this to be clear.
That's kind of (3) what I mean.
That's not what I understood. (4)
It wasn't clear to me.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What are you trying to say?	Do you mean...? What do you mean by that?
(Do you) know what she's talking about?	Will you explain that? No, let her explain.
Is that what you mean?	No, what I really mean is.... Sort of. It's more like...
(Is) this the one you want?	Yes, that's it.
(Is) this what you want?	No, not that one, the other one. Give me that one.
Isn't that what he said?	That wasn't clear to me. I thought it was clear.
Did he let you do that?	

VOCABULARY

get it
explain
next
understood
pay attention
sort of (=rather)

(1) VERB PHRASE SUBSTITUTES FOR "MEAN"

am talking about
am trying to say
mean to say
want to say

(2) VERB PHRASE SUBSTITUTES FOR "EXPLAIN"

describe
tell you about
show you (indicating)

(3) ADVERBIALS INDICATING "TO SOME EXTENT"

sort of
kind of
something like
more or less
rather

(4) VERBS OF COMMUNICATION (past)

understood said heard

GRAMMAR STRUCTURES

OBJECT PRONOUNS
him, her, it

PRONOMINAL PHRASES WITH ONE:
"the one... the other (one)," "another (one)"

LET + PRONOUN + VERB (permission)
(Ex. "Let me explain.")

☞ Contrast LET + PRONOUN + KNOW (= inform) with LET + PRONOUN + VERB (= permission). ***Learners should practice explaining and confirming instructions, including use of conjunctions and adverbials (then, first, finally, etc.). ***

CLASSROOM NOTES

Course Number 501
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Directed response drill.

c. Question-answer drill.

d. Focused listening:
Learners hear situational dialogues read by native speakers; then they determine who had the information, who asked the question, etc.

e. Conversation circle:
Consider both casual and more formal ways of expressing the objective.

f. Interview:
Learners use target phrases and expressions to ask for or give clarification or explanations. Ex. "Do you mean...?" "Well, what I mean is....."

g. Role play:
for several situations.

Reading and Writing:

a. Sentence combining.

b. Focused reading.

c. Language experience story:
Learners should write one story as a group activity.

Course Number 501
Communication Objective 6

COMPLAINING (About Objects)

SAMPLE LIFE SITUATIONS

- ** A customer returns to the store with an item just purchased but malfunctioning.
- ** Defective or ill-fitting parts are provided at work. Co-worker discusses informing the boss.
- ** Tenants complain about a window which opened freely during an unseasonable heat-wave, but will not close now that cold weather has returned.
- ** A customer indicates the unwanted item in a large order (of tools, food, etc.).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What can I do for you? What can I help you with? Can I be of assistance?	Yes. I bought this milk here yesterday. I took it home and it was sour. I'd like to have a refund. I'd like to return it.
Do you have a receipt?	Yes. Here it is. No, but I bought it yesterday. No, but I got it here 2 days ago.
I'm sorry. We can't accept returns without a receipt. I'll have to have the cancelled check before we can consider an exchange.	Let me tell you about it anyway. May I speak to the manager, please? Can't you do anything about this?
Something should be done about this kind of problem.	

TARGET SENTENCE PATTERNS

I have a problem.
We'd like to return (1) this.
Sorry, The power went out and most of the food in the 'fridge got spoiled (2).

VOCABULARY

broken
torn
receipt
guarantee
get (= become)
supervisor
warranty

(1) REPLACING AN ITEM

return
get a refund for
exchange

(2) VOCABULARY FOR COMPLAINING ABOUT FOOD

rotted
get moldy
wilted
get sour
spoiled

GRAMMAR STRUCTURES

ADVERBIAL CLAUSES
(Ex. "It's broken where the plug goes in.")

CONJUNCTIONS (coordinating):
BUT, AND, SO

GET (= become) + ADJECTIVE
(Ex. "They left the cheese out and it got moldy.")

Culturally appropriate forms of complaint must be taught. The language should be generally indirect; the conditional I'd like is an important construction for indicating a polite request. ***The problem with the item should be clearly stated. Reference to the sales clerk or the store is usually inappropriate. ***Refer to language in the previous objective for Explaining and Clarifying. ***Include practice of appropriate past tense verb forms. (e.g "take, buy, bring, sell, get," etc.) ***Many English speakers generalize "spoil" to indicate all 'bad' food.

CLASSROOM NOTES

Course Number 501
Communication Objective 6

SUGGESTED STRATEGIES

Listening and speaking:

a. Focused listening:

b. Situational dialogue:
based on a clearly described Life Situation (from above).

c. Vocabulary expansion drill.

d. Situation-structure practice.

e. Conversation circle:
Discuss appropriate ways to complain about something in various settings. Note the differences in language, intonation, degrees of urgency and courtesy, etc.

f. Dialogue construction:
TS will presents a general situation. The learners in groups determine the details and their character's responses.

Reading and Writing:

a. Focused reading:
Learners pay particular attention to the facts of the matter being discussed.

b. Controlled composition.

c. Language experience story.

INTERMEDIATE ESL

Course Number 501
Communication Objective 7

DESCRIBING HABITUAL ACTIVITIES (Past and Present)

SAMPLE LIFE SITUATIONS

- ** Doctors ask a patient about routines in his or her life as part of their diagnosis.
- ** Friends discuss their daily activities over coffee.
- ** A home products salesman, trying to set an appointment date, asks about the morning and evening schedule of the prospective buyer.
- ** Learners contrast the activities of youth today with their activities of years past.

TARGET SENTENCE PATTERNS

We go to a restaurant (1) every Saturday.
They regularly (2) visit Aunt Sara in the summer.
I used to walk to work.
We often had to plant a garden.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you exercise?	Yes, I do.
When do you exercise?	At night. On Mondays and Wednesdays. Before I leave the house every day.
When did you exercise yesterday?	Before I left the house like I do every day.
When do you do the dishes?	I do them while I'm watching the news.
How often did you go swimming when you were a kid?	When I was a boy, I used to swim in the lake every day.
Did you fill in for your boss often?	I always had to cover for him at lunchtime.

VOCABULARY

dance
cook
watch TV
leave
visit
work
swim
jog
eat

do the dishes, laundry
take care of the dog, the plants
in the past
try to

(1) LOCATIONS FOR ACTIVITIES

the museum
our neighbors' house

(2) ADVERBS OF FREQUENCY

often
usually
always

GRAMMAR STRUCTURES

USED TO + VERB PHRASE + COMPLEMENT
(Ex. "We used to go swimming every day.")

ADVERBS OF FREQUENCY
("usually," "often," "always," etc.)

Except for BE, which they follow, adverbs of frequency are placed before the verb tney modify (Ex. "He always gets his man.") *** The verb GO + (present participle) often indicates frequent activities (e.g. "go shopping"), not just the action of moving from one place to another. *** Practice recognizing possible ambiguities, such as Target Sentence Pattern no. 4 above.

CLASSROOM NOTES

Course Number 501
Communication Objective 7

SUGGESTED STRATEGIES

Listening and speaking:

a. Focused listening:
The Training Specialist presents "typical" daily routines of workers in regular settings.
(Ex. in a factory, large supermarket, on a farm, etc.)

b. Vocabulary expansion.

c. Transformation and Question-answer drills.

d. Situational dialogue.

e. Monologue: Learners describe self-selected humorous or poignant experiences.

f. Language experience story:
Small groups discuss and prepare a story for oral presentation to the class.

g. Problem solving:
Using cassettes, pictures or other means, different groups each receive part of a story. They cooperate to develop a complete description of the routine of each character presented.

Reading and writing:

a. Fill-in exercise:
Learners complete forms with personal time schedules, noting days, times and locations of activities including shopping, exercise, work, meals, etc.

b. Sentence combining.

c. Controlled composition.

INTERMEDIATE ESL

Course Number 501
Communication Objective 8

ASKING FOR AND REPORTING DIRECTIONS (Location)

SAMPLE LIFE SITUATIONS

** A person trying to send a package overseas asks a passerby for directions to the post office.

** A customer enters a huge supermarket with low prices and hurried staff. She asks for a particular brand of canned vegetables.

** Lost downtown, a pedestrian asks a traffic policeman for directions to a specific address.

** Having followed the directions on the building directory, a client enters an office to ask directions to a specific room number.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Just a moment, please. Can you give me some directions?	Excuse me. / Pardon me. Where is Lake Street?
Can you tell me where the Wisconsin Steel plant is?	Where is the Scholl Company? Where can I find room 225?
Which way is it to the park?	(Will you) tell me how to get to the park, please?
What is the best way to get to the hospital?	Go east down Pershing Road, to King Drive.
Well, take a right just before you come to the stairway, then go to the third door on the left.	Go straight ahead? Turn left at the third left? I went straight but didn't see it.
You ought to have seen a fire station to the right.	Well, I went straight but I did not see it. I turned right where you said, but I couldn't find the house.
Turn left at the third left.	You mean, the third cross-street?

TARGET SENTENCE PATTERNS

Where is the Schwinn factory?
It's right here.
Please tell me how to get to (1) the waiting area.
Go right down the hall and turn left.
Walk about two more blocks (2).
It's on the right-hand (3) side of the park.

VOCABULARY

down, up (prep)
just (adv)
past (=beyond)
get to (arrive at)
right (adv) (=directly, exactly)

(1) VOCABULARY INDICATING DIRECTIONS

reach find come to

(2) DISTANCES AND DIRECTIONS

a bit farther
beyond (past) the Walgreen's
maybe half a mile

(3) ADJECTIVES INDICATING RELATIVE LOCATION

left-hand near far

WRITTEN VOCABULARY

TAKE NEXT EXIT FOR McCORMICK PLACE

GRAMMAR STRUCTURES

ORDINAL NUMBERS + NOUN PHRASES
(Ex. "The first house to the right.")

HOW TO + VERB + COMPLEMENT
(Ex. "Please show me how to get to the theater.")

Be sure that learners distinguish between right indicating direction, and right used adverbially (Ex. "Turn right here.") *** Directions are routinely given with Imperative Verbs (Ex. "Take the 'L' to 55th Street and then transfer to the No. 55 bus.") *** Make sure that exercises include practice with directions using sequential steps marked by first, then, etc.

CLASSROOM NOTES

Course Number 501
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Focused listening:
  trace directions on a map.

c. Directed response drill:

d. Jazz chant.

e. Cued production:
  Learners describe directions marked on a map of the city, neighborhood. In present and past tenses.

f. Conversation circle:
  Personal directions report:
    from home to school or work.

  Note: customary intonation for asking and repeating questions, as well as reporting series (Ex. First, I went to the store, then I went to the clearners...).

g. Interview:
  1. In pairs, learners ask and report directions taken.
  2. Learners interview class visitors on how they came to class, go to work, etc.

Reading and Writing:

a. Reading passages.

b. Dictation.

c. Language experience story:
  What happened when the learner tried to ask someone for information?

INTERMEDIATE ESL

Course Number 501
Communication Objective 9

UNDERSTANDING AND GIVING INSTRUCTIONS

SAMPLE LIFE SITUATIONS

- ** Neighbors discuss a recipe while shopping.
- ** Commuters ask the conductor about alternate routes when the usual service on this line is interrupted.
- ** A shopper, new in the community, asks a neighbor where to get good, fresh fish, as well as tips on cooking Great Lakes varieties.
- ** A worker confirms directions given by the boss and repeats them to co-workers when they return from break.

TARGET SENTENCE PATTERNS

Do you know how to make rice pudding?
First, boil the water and add the rice.
Then, mix the eggs, sugar and spices.
Is this how to do it?
Should I do it like this?
What should I do first/next?
Can I try that now?

SAMPLE LANGUAGE

Listening only	Listening and speaking
How do you make this?	Do you know how to make this?
Carefully remove the fabric from the package. After that, cut each piece like a pattern.	First take the stuff out and put it on the table. Then, cream the butter, mix in the sugar and add spices.
Am I doing this right?	Is this how to do it? Should I do it like this?
What happens if I try to use this one?	Do I use these first? Is this the one I need?
	Can I try that now?
	Thanks, I think I can do it now.

VOCABULARY

VOCABULARY FOR NEIGHBOR SITUATION

recipe
ingredients
prepare(v)
bake(v)
boil(v)
add(v)

VOCABULARY FOR COMMUTER SITUATION

route
another
transfer(v)
catch(v)
train
distance

VOCABULARY FOR SHOPPER SITUATION

fresh
fish
seafood
shop (N)
supermarket
shop(V)

VOCABULARY FOR WORKER SITUATION

follow(v)
change(v)
directions(N)
fill in(v)
foreman(N)
shift(N)

GRAMMAR STRUCTURES

ORDINAL NUMBERS + NOUN PHRASE
(Ex. "The first house to the right.")

HOW TO + VERB + COMPLEMENT
(Ex. "Please show me how to get to the Chicago theater.")

ADVERBS: FIRST NEXT THEN

Present several directions in series. Learners should clearly understand the use of adverbs (e.g. "then" to indicate the sequence of steps.) *** The phrase "What's next?" is a frequent cue asking for the instruction which follows. It also indirectly indicates that the previous instruction was understood. *** Learners should distinguish between right, indicating direction, (Ex. "Please turn right"), and right used as an intensifier (Ex. "Put it right here").

CLASSROOM NOTES

Course Number 501
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Command-action sequence:
Include directions for student-activities to follow over the over the weekend (e.g. do a puzzle following the steps).

c. Transformation drill: present to past.

d. Focused listening:
A set of directions is read aloud: ask specific questions, or perform one of the steps in sequence and ask, "now, what?"

e. Sentence combining.

f. Role play.

g. Real-life contact activities:
Learners ask gas station attendants, bus drivers, etc. the best way to tune-up car motor; neighbors how to make local dishes.

Reading and Writing:

a. Problem solving:
Ask learners to write instructions for mending clothes, repairing faucets, etc.

b. Controlled composition:
Provide phrases with information. Learners write the instructions they would give to others.

c. Command-action sequence:
Learners perform activities following written instructions.

ARRANGING A MEETING OR APPOINTMENT

Communication Objective 10

SAMPLE LIFE SITUATIONS

- ** An employment agency worker calls to advise his client of a possible opening.
- ** Friends, chatting at break-time, decide to meet in front of a theater after work.
- ** Two neighbors plan to have lunch at the corner cafeteria while the clothes are drying at the laundromat.
- ** Neighbors decide on a trip to the forest preserve for a picnic dinner.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Could I have an appointment with Wojehowicz sometime next week?	I would like to see Mr. Miller or Mr. Harris one morning next week.
Is Dr. Quentin available?	I'm sorry he's not. But you can see Dr. Young if you wish.
Is it possible for you to come in by next week?	Can you come (here) before Monday?
Let's get together for some coffee while we do the laundry next week.	Let's have coffee together while we wash the clothes.
Why not meet at the Dan Ryan Forest Preserve about 1:30?	No, I'd rather meet closer to home. That's a long way on the bus.
Alright, how about me picking you up earlier and driving out to Starved Rock?	You mean the State Park where you took the photos last month? That'd be great!

TARGET SENTENCE PATTERNS

I'd like to (1A) see Mrs. Dexter, please.
Can (1B) I meet with her tomorrow?
Is it possible to talk to (2) Dr. Spock?
Ask him to call me back, as soon as possible (3).

VOCABULARY

meet (v)
plan
make
appointment
examination

(1) VERBS FOR REQUESTING

A. want would like have to need to

B. can could may

(2) VERBS INDICATING CONTACT

meet see speak to
visit get in touch with

(3) TIME INDICATIONS (near future)

as soon as possible
today
tomorrow

GRAMMAR STRUCTURES

WOULD RATHER + VERB
(Ex. "I'd rather come in next week.")

Exercises should include learners making appointments for others, and considering a variety of possible dates and services.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.
b. Vocabulary expansion.
c. Directed response drill.
d. Situation-response practice.
e. Problem-solving:
    Learners listen to dialogue with appointment dates. There is a problem with each. Learners give the objection raised with a particular date suggested.
f. Real-life contact activities:
    Learners who have the need to make appointments with case workers, doctors, etc., do so, then report back to class on how it went.

Reading and Writing:

a. Sentence combining.
b. Focused reading.
c. Dialogue construction.

EXPRESSING APPRECIATION

SAMPLE LIFE SITUATIONS

**One friend thanks another for a present.
**Guests thank their hosts after enjoying a home cooked meal.
**A stranger offers to help change a tire. She refuses money for the quick job done.
**A guest thanks the "birthday boy" for the invitation.

TARGET SENTENCE PATTERNS

I'm glad (1) you could come.

We had a good (2) time.

I can really use the dictionary you gave me.

How can I (tell you) thank you?

I appreciate the help (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
I'm glad you could come.	Thank you very much for the invitation. I appreciated the invitation.
I appreciated your help.	I was glad to help. I needed the help.
Thank you for taking the time to come.	You're welcome. No problem at all. My pleasure. Anytime.
Don't mention it. I'd do the same for you.	
I really enjoyed myself That was really sweet of you.	I had a good time. It was very nice.

VOCABULARY

appreciate
pleasure
get (=receive)
help (n)
surprise
thank (v)

(1) ADJECTIVES INDICATING PLEASURE (personal)

glad happy pleased

(2) ADJECTIVES INDICATING PLEASURE (impersonal)

nice wonderful lovely

(3) THINGS ONE APPRECIATES

help
gift
assistance
thought
hand ("lend a hand")

WRITTEN VOCABULARY

GRATITUDE APPRECIATION NOTE

GRAMMAR STRUCTURES

GERUND PHRASES after certain prepositions
(Ex. "Thank you for coming over.")

NOUN CLAUSES with or without THAT
(Ex. "I'm glad (that) you could use it.")

☞ Learners should discuss, as necessary, situations for expressing appreciation, both formally (e.g. by sending a card) and informally (verbally). See the short responses in the Listening and Speaking section of Sample Language, above. *** It is customary to briefly indicate how one would use or value a gift in thanking the giver. (Ex. "I can use this for the house.") This provides meaningful contexts for vocabulary expansion related to this objective.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   Listen to several examples. Identify levels of politeness and degree of appreciation being expressed.

b. Short dialogue.

c. Repetition.

d. Situation-response practice.

e. Role play.

f. Real-life contact activity:
   Class members may wish to thank the host or staff of local social service and community organizations for the help they provided.

Reading and Writing:

a. Focused reading:
   Students bring and read greeting cards. They then describe appropriate situations for sending or receiving them.

b. Learners write thank-you notes.

c. Cloze.

INTERMEDIATE ESL

Course Number 502
Communication Objective 1

OFFERING AND REQUESTING ASSISTANCE

SAMPLE LIFE SITUATIONS

- ** A worker shows a new staff member how to get the machine running smoothly.
- ** Neighbors offer to help a family move heavy furniture.
- ** Someone whose feelings have been hurt by a misunderstanding is offered consulation by a co-worker, friend, etc.
- ** A customer asks the grocery clerk to get something on a high shelf.

TARGET SENTENCE PATTERNS

Can/May I help you?
It seems/looks like you need some help.
Do you need any help?
If you need any help, you can ask me.
Can I give you some help?
Let me give you a hand.
Pardon me, could you help, please?
Can you give me a hand?

SAMPLE LANGUAGE

Listening only	Listening and speaking
Let me give you a hand. Can I help you out with anything?	May I help you? Can I help you?
Well, if there's anything you need or'd like to know about, just ask.	Ask if you need anything or have any questions.
I was wondering whether you needed any help (or not).	It seems (like) you could use some help.
Would you give me a hand? I wish you'd do me a favor.	Will you help me please? If you have a minute..., would you help me?

VOCABULARY

VOCABULARY FOR FACTORY SITUATION

lever
motor
plug (v)
(dis) connect (v)
plug-in (v)
unplug (v)

VOCABULARY FOR NEIGHBOR SITUATION

furniture
couch
bed
matress
move
lift
pick-up
heavy
difficult
weight

VOCABULARY FOR CONSULTATION SITUATION

misunderstanding
disagreement
argument
feel
lift
hurt
difficult
angry

VOCABULARY FOR GROCERY SITUATION

customer
clerk
item
reach
get
high
shelf

GRAMMAR STRUCTURES

IF - CLAUSES:
(Ex. "If you need anything, just ask.")
(Ex. "If you have a minute, would you give me a hand?")

LET ME + VERB (PREDICATE)

ANY/SOME as PRONOUNS (Ex. "Give me some will you?")
DETERMINERS (Ex. "It's time for some fun.")

For expansion of this communication objective, refer to 302-1, Asking for Assistance and Responding to Requests; 401-7, Offering to Help or Do Something; 503-10, Making, Granting, and Refusing Requests; 603-4, Making Indirect Requests (for action); and, 603-8, Offering and Requesting.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening: learners listen and identify what X is suggesting to Y. (help).

b. Short dialogue.

c. Vocabulary expansion: TS should use "some," "any."

d. Situation-structure practice.

e. Role play.

f. Learners listen to and sing popular or folk songs. (See c. below.)

Reading and Writing:

a. Read dialogues.

b. Write about when you needed help. This may include the product of a language experience story.

c. Read the lyrics to "I'll Be There" by the Spinners, "You've Got a Friend" by Carole King, etc.

INTERMEDIATE ESL

Course Number 502
Communication Objective 2

SUGGESTING A COURSE OF ACTION (Including the Speaker)

SAMPLE LIFE SITUATIONS

- **The CTA-RTA Information Line clerk gives the caller directions for travel by bus. The caller asks about possible 'L' transfers.
- **Factory owners discuss future plans at an employee meeting.
- **Friends try to move a large sofa through a narrow doorway.
- **Friends try to decide whether to see a movie or go to a soccer game.

TARGET SENTENCE PATTERNS

How about taking a break soon?
Let's take a break.
Can't we do it another way?
Shouldn't we take it apart first?
Why don't we go out to a movie tonight?
What if we go to the game?

SAMPLE LANGUAGE

Listening situation

There are several ways we can proceed. One alternative is to shut down the plant for a week every quarter. Another would be to start layoffs right away. A third choice would be to go to a 4-day work week. The final alternative would be worker purchase of the plant with a government guaranteed loan.

We might try organizing a union for the workers. May I suggest making alternative plans?
I reckon we'd better get off these tracks before the train hits us.

Listening and speaking

Let's take it apart first.

Why not pick up the front end and turn the sofa sideways?

How about taking lunch earlier and finishing the project today?

Can't we do it more slowly?
Couldn't we do it later?
Shouldn't we go the other way?

Why don't we go to a movie, instead?

VOCABULARY

VOCABULARY FOR CTA-RTA SITUATION

caller
clerk
information
bus
train
'L'
transfer (v)
change (v)
travel (v)

VOCABULARY FOR FACTORY SITUATION

employer
employees
union
layoffs
bankrupts
loan
factory
plant
branches

VOCABULARY FOR SOFA SITUATION

sofa
couch
pillows
doorway
lift (v)
hoist (v)
move (v)
dismantle (v)
sideways
narrow
heavy
awkward

VOCABULARY FOR MOVIE/SOCCER SITUATION

decide
see
go
buy
tickets
movie
soccer
game

GRAMMAR STRUCTURES

HOW ABOUT + GERUND
(Ex. "How about turning it around, first.")

LET'S + VERB
(Ex. "Let's go dancing.")

MODALS - NEGATIVES:

with CAN'T (Ex. "Can't we go a little faster.?")
with SHOULDN'T (Ex. "Shouldn't we call a meeting?")
with COULDN'T (Ex."Couldn't we go tonight?")

For expansion of this objective, refer to 701-8, Making a Suggestion. *** "Suggestion" When making a suggestion with a negative modal, the speaker expects the listener to agree.
(Ex. "Isn't this hard?"
"It sure is.")

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
learners consider dialogues and identify the situations described.

b. Conversation circle:
discuss different ways people decide on a solution. Ex., majority-rule, obeying authority or elders, consensus, etc.

c. Problem solving:
small groups of learners are presented with problems. They must suggest solutions.

d. Monologue:
learners prepare responses to given problems.

e. Situation-structure practice:
cued oral practice in pairs.

f. Role play:
students create and present dialogues.

Reading and Writing:

a. Language experience story.

b. Read and put suggested steps for some process in reasonable order. (A "practical" strip story or other type of puzzle.)

c. Reading passages:
One reading could be on ways of making decisions in certain cultures. (See b. Conversation circle, above.)

DISCUSSING FUTURE EVENTS AND ACTIVITIES

SAMPLE LIFE SITUATIONS

** A supermarket advertises an extravagant promotion with free samples and specials changing daily.

** Learners share plans for celebrating an up-coming holiday.

** A customer tells a hardware store clerk of plans to make repairs at home and discusses the clerk's advice.

** A supervisor discusses next month's production schedule with some workers.

TARGET SENTENCE PATTERNS

I'm (really) looking forward to Christmas.
We are going to eat out tonight.
We will be going to Mexico in May.
I'd like to paint the kitchen.
I'd better register for classes soon.
I can do it in the morning.
We (will) have to move in May, our lease is up.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Are you going to be repainting?	Maybe we'd better paint the house. Winter is coming.
We need to get the landlord to have the furnace fixed.	I would like to repair the porch. We can easily do it together.
It'll be real nice to plant some flowers in the Spring.	I will be glad when it is spring and I can plant some flowers.
If everything goes according to plans, we'll have this finished in no time.	If we can follow our plan without problems, we can finish this quickly.
We're going to have to get this junk out before we can plaster, right?	We will have to move this stuff.
I'm announcing the figures. we have to meet for the next few months.	These are the goals. Here's what we have to do.
	I'm really looking forward to summer. When it's warm, I can....

VOCABULARY

VOCABULARY FOR SUPERMARKET SITUATION

promotion
samples (n)
special (n)
advertise
change (v)
shop (v)
new
daily
ad (n)

VOCABULARY FOR HOLIDAY SITUATION

Christmas
holiday
family
dinner (n)
presents (n)
gifts
visit (v)
exchange (v)
celebrate (v)

VOCABULARY FOR HARDWARE STORE SITUATION

paint (n)
floor (n)
kitchen (n)
linoleum
tiles
carpet
paint (v)
fix
(re) cover

VOCABULARY FOR FACTORY SITUATION

production
schedule
quota
assignment
inventory
stock

GRAMMAR STRUCTURES

VERB TENSES INDICATING FUTURE TIME:
PRESENT CONTINUOUS (Ex. "He's leaving tommorrow.")
BE GOING TO + VERB
WILL BE + VERB-ING (Ex. "I'll be studying.")

HAVE TO + VERB (Present/Future Obligation)
(Ex. "I have to do laundry today.")

WILL HAVE TO + VERB (Future obligation)
(Ex. "I'll have to go to the bank Friday.")

COMPOUND VERB PHRASES: WOULD LIKE ('D LIKE) + TO
HAD BETTER ('D BETTER)

In English, future time is shown through the use of simple present and present continuous tenses, modal auxiliaries and the auxiliary HAVE. ***For review before this objective, refer to 302-7, Describing Plans for the Future. For later expansion, see 602-7, Asking About and Declaring Intentions.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Repetition.

c. Transformation drill.

d. Conversation circle:
class members discuss future activities.

e. Situational dialogue.

f. Interview: learners in small groups share and discuss notes about their individual planned activities. (See Strategy "b" for Reading and Writing.)

g. Monologue.

h. Free discussion.

Reading and Writing:

a. Short reading passages.

b. Learners exchange and compare notes on their own future activities.

c. Language experience story:
may be developed from discussions.

d. Controlled writing.

e. Dialogue construction.

INDICATING AND DESCRIBING MISUNDERSTANDINGS

SAMPLE LIFE SITUATIONS

- ** Learners pose questions during the teacher's presentation of grammar points, vocabulary items, etc.
- ** A restaurant customer has difficulty understanding the check based on the information from the menu.
- ** Friends discuss a broken or misunderstood agreement to meet on the weekend for shopping, visiting, doing homework, etc.
- ** Tenants discuss with landlord lease obligations and their desires to have relatives stay for a few months.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What are you talking about?	I just don't understand what you mean.
Why didn't you mention (that) you wanted that?	You didn't say anything about the transmission.
Perhaps you didn't hear me clearly.	I thought you said, "leave it on."
You must have thought I said...	Well, you just didn't understand what I said.
That doesn't make any sense.	No, that's not what I said.
You heard me say six fifty-nine.	Did you say $6.69 a yard? No, it's $6.59 a foot.

Sample dialogue (listening and speaking)

You said we could go early.	Did I say that? When?
Un-huh. You said it yesterday.	Well, I meant maybe. You just didn't understand.
You didn't say maybe. You said definitely. I understand fine.	

TARGET SENTENCE PATTERNS

I thought you said, "Meet me at 7:30."
You (just) didn't understand what I said/meant.
I didn't say anything about the new dress.
That's not what I said (1)
That's not right (2).

VOCABULARY

(mis)understanding (n)
(mis)understand (v)
(dis)agreement (n)
(dis)agree (v)
(un)clear (adj)

(1) SELECTED VERBS

said heard understood
meant thought agreed (+ to)

(2) SELECTED ADJECTIVES

right correct true so

GRAMMAR STRUCTURES

PREFIXES - NEGATIVES:

MIS - (Ex. "misunderstand")
DIS - (Ex. "disorganized")
UN - (Ex. "unhappy")

DIRECT SPEECH (Ex. "I'm sure you said, 'Go Home").

PAST TENSE VERBS: IRREGULAR

Often due to language difficulties, adult ESL learners find themselves in the awkward situation of being misunderstood or misunderstanding others. This objective presents language needed to indicate that such an event has happened, clarify the necessary information and extricate themselves from embarrassing and uncomfortable incidents.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drills.

b. Situational dialogues.

c. Command-action sequence:
TS practices "wrong" action so that learners can practice correcting.

d. Situation-structure practice
Cued production including use of telephones.

e. Conversation circle:
Learners tell of misunderstandings due to language problems.

f. Role play.

g. "Telephone" game:
Learners, in single file line, whisper phrase.

Reading and Writing:

a. Read dialogues.

b. Focused dialogue:
Use short articles from newspaper describing a misunderstanding.

c. Sentence combining.

Course Number 502
Communication Objective 5

AGREEING ON A COURSE OF ACTION

SAMPLE LIFE SITUATIONS

- ** Neighbors discussing rotten fruit, decide to go back to the grocery store and discuss the problem with the manager.
- ** Friends decide to invite a new neighbor to join their sports team.
- ** A learner considers a variety of alternatives to a problem. The one selected is subsequently discussed with a friend.
- ** Two drivers decide not to call the police to report a collision, but to settle the matter between themselves.

TARGET SENTENCE PATTERNS

Let's eat here.
Can't we start later?
Want to try fish?
Why don't we take those?
How about asking the boss?
Good idea (1).
Well, I'll think about it (2).
Well, how about something else? (3)

SAMPLE LANGUAGE

Listening only	Listening and speaking
You know, if you finish these and I do the others, we'll wrap this up right quick.	That sounds good to me.
We can work on these now: how does that sound to you?	It's fine with me.
Shouldn't we settle this without police, lawyers and courts?	That's a good idea. Can't we just take this back?

Sample Dialogue

A: Let's go, O.K.?
B: Well, I don't know.
A: Come on, I'm getting tired of this movie.
B: Yeah, me too. But we paid $6.00 each to see it.
A: Sure, but do you want to be bored outta your gourd?
B: What does that mean?
A: It means, I'm going to fall asleep soon. And I'm hungry. Why don't we get out of here? There's got to be something better to do than sleep in some theater.
B: Alright, if you really want to leave now, let's go.

VOCABULARY

suggest
decide
agree
think about

SHORT ANSWERS

(1) AGREEMENT

O.K.
Sure.
Fine.
Great idea.
Sound good.
Alright.

(2) NON-COMMITMENT

I don't know.
I'll think about it.
I'm not sure.

(3) UNWILLINGNESS (HESITATION)

I'd rather not.
Maybe later.
Let me get back to you about/on that.
How about trying something else?

GRAMMAR STRUCTURES

SUBJECT PRONOUNS
- IT (Ex. "It's a good idea.")
- THAT (Ex. "That's O.K. with me.")

Carefully demonstrate in context how learners can indicate their interest level when agreeing on a course of action (see VOCABULARY "Short Answers" above). ***Review pronomial substitute used in responses to questions posed (see Grammar structures above). *** Courtesy may be indicated by suggesting a course of action with modal verb + negative (Ex. "Shouldn't we take this one?") Typical responses of agreement may be equally indirect (Ex. "Yes, I guess so." or "Why not?"). For expansion of this objective, refer to 401-11, Agreeing or Disagreeing (Politely, assertively).

CLASSROOM NOTES

Course Number 502
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Vocabulary expansion.

c. Focused listening(to authentic dialogues):
   1. Who yields (if anyone).
   2. What compromise was made.
   3. What reasons support the selection.

d. Expansion and Transformation drills

e. Situation-structure practice.

f. Problem-solving:
   what to do and where to go regarding class activities.

g. Free discussion.

h. Games of strategy played in pairs.

Reading and Writing:

a. Fill-in exercise:
   Provide sentences which consider who participated and what was decided.

b. Sentence-combining:
   include prepositions and classes denoting causal relations.

c. Focused reading

d. Information debate:
   groups of learners read and evaluate opposing positions from transcripts.

COMPARING AND CONTRASTING PEOPLE, THINGS AND ACTIVITIES

SAMPLE LIFE SITUATIONS

** Learners consider claims in newspaper advertisements and TV commercials.
** Workers contrast two job categories and the bosses who oversee the two units.
** Friends describe their family members.
** Immigrants compare the old homes, jobs, cities or farms, etc., with their present situations.

TARGET SENTENCE PATTERNS

Which car is the most/least affordable (1)?
This car is more/less expensive (1) than that one.
She is the youngest (2) daughter in the family.
The runner from Brazil is faster (2) than the French one.
This is just as good as that one.

SAMPLE LANGUAGE

Listening only	Listening and speaking
The lowest gas mileage car in America.	Your family's lovely, but which girl is the youngest?
Palmolive is milder than any other detergent.	He's nicer than the clerk who works here at night.
How come he was driving faster than usual this morning?	This time, the work was harder. White clothes are harder to clean without bleach.
Yes, but Marguerita's work was done on time. Yours	She's just as smart as you are. Sofia lives farther than you do.
...because a thousand sheets last longer.	We made the bad one with the old machine. The good one was made on the new machine.
Swimming is more exercise than jogging.	I think they're both about the same.

VOCABULARY

(1) ADJECTIVES THAT TAKE MORE-LESS/MOST-LEAST

affordable streamlined dependable
expensive road-worthy attractive

(2) ADJECTIVES THAT ARE INFLECTED-ER/-EST

younger prettier faster
youngest prettiest fastest

ADJECTIVES WITH INFLECTED STEMS

good better best
better worse worst
old elder eldest

GRAMMAR STRUCTURES

SUPERLATIVES OF INEQUALITY:
MOST + ADJECTIVE (Ex. "She married the most attractive man in the company.")

ADJECTIVE-EST (Ex. "Who is the youngest person here?")

COMPARATIVES OF INEQUALITY:
MORE + ADJECTIVE + THAN (Ex. "Flat shoes are more comfortable than high heels.")
ADJECTIVE - EST + THAN (Ex. "John is nicer than Joe.")

ADJECTIVES OF EQUALITY = (JUST) AS+ADJECTIVE + AS
(Ex. "We're just as tough as you are.")

Adjectives of one syllable are usually formed into the comparative and superlative by - er/- est inflections. Adjectives of two syllables ending in an unstressed vowel (ex. "friendly), syllabic-le (ex. "gentle") or -er (ex. "clever") can also be inflected in this way. Most other adjectives outside these categories, except handsome, quiet, wicked and polite, take on the form of a phrase by the addition of more, the most, less and the least before the adjective, (ex."more affordable"). *** There are two inflections for "old": regular--older, oldest, and irregular--elder, eldest.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drill:
these may include sentence combining cued oral practice in pairs.

b. Short dialogue.

c. Vocabulary expansion:
present a picture situation.

d. Focused listening.

e. Interview pairs, state and record preferences.

f. Monologue:
comparing life in U.S. with that of other countries.

Reading and Writing:

a. Read commercials.

b. Write "commericals."

c. Substitution table:
for grammatical manipulation.

Course Number 502 7
Communication Objective ___

DESCRIBING CONCURRENT EVENTS AND ACTIVITIES (Present)

SAMPLE LIFE SITUATIONS

** Workers tell the boss the status of several projects when he returns from a long lunch break at the Ritz Carlton Luncheon Salon.

** A passerby asks witnesses about steps police and fire officals are taking to stop a high-rise apartment fire.

** While visiting a hospital, guests tell a patient what family and friends are doing that afternoon.

** Guests at a party talk about what they were doing while one guest was parking and looking for the address of the party.

TARGET SENTENCE PATTERNS

We're mopping the floors and the men in the stockroom are washing the shelves.

The men are loading the car while the women feed the children.

Juan comes home from school just when Mario goes to work.

Don't talk and eat at the same time

SAMPLE LANGUAGE

Listening only	Listening and speaking
A: How's it going?	B: We're finishing the painting and packing some boxes while others dry.
A: Who's taking care of what?	B: Samuel is packing and drying them; I'm painting.
The President, entering the hotel through a service tunnel, doesn't hear the shouts of the protesters in front of the hotel.	The President is addressing the group while picketers parade and the police keep order.
	What are they doing?
	Paloma's program ends just a half hour after Ben's game starts.
	Don't talk with your mouth full.
I don't know whether to laugh or cry.	

VOCABULARY

VOCABULARY FOR FACTORY SITUATION

boss	wash	shelves
workers	mop	floor
stockroom	paint	walls

VOCABULARY FOR FIRE SITUATION

passerby	police	clear (v)
witness	official	control (v)
firemen	crowd (n)	extinguish (v)

VOCABULARY FOR HOSPITAL SITUATION

hospital	daughter	work (v)
patient	son	study (v)
guest	husband	clean (n)
visitor	sister	babysit (v)

VOCABULARY FOR PARTY SITUATION

party	park (v)	car
guest	look (v)	address
host	prepare (v)	drinks (n)

GRAMMAR STRUCTURES

SIMPLE PRESENT TENSE

PRESENT CONTINUOUS TENSE

CONJUNCTIONS,
COORDINATING: AND (between clauses)
(Ex. "I washed the dishes and Maria dried them.")
SUBORDINATING: WHILE, WHEN, AFTER (introducing clauses)
(Ex. "While the men are loading the car, the women feed the children."
"She always eats popcorn when she watches TV.")

For expanding this objective, refer to related yet dissimilar objectives: 403-1, Describing Duration of Activities; 501-7, Describing Habitual Activities; 502-9, Describing Concurrent Events and Activities (Past); and 601-6, Describing Beginnings and Ending of Activities.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   learners hear story and place pictures in order of sequence.

b. Directed response drill.

c. Expansion drill:
   insert JUST before verbs and adverbs, class situations.

d. Situation-response practice.

e. Role play.

Reading and Writing:

a. Language experience story based on learner's experiences or generated from previous discussion.

b. Reading passages:
   read narrative story from book or teacher-made text.

c. Read chart or graph from news magazine.

d. Strip story.

Course Number 502
Communication Objective 7

INTERMEDIATE ESL

Course Number 502
Communication Objective 8

ASKING FOR GIVING AND DENYING PERMISSION

SAMPLE LIFE SITUATIONS

- ** A customer borrows a pen from the bank teller to complete the deposit slip entry.
- ** Parents write a note to school regarding their child's absence the next week.
- ** A motorist asks to use the service station's funnel as he pumps two gallons of gas into an emergency gas can.
- ** A relative pleads with the hospital guard to let him or her visit a relative as visiting hours end.

SAMPLE LANGUAGE

Listening only

I'd like to ask if I could make a copy on the office machine.

Would you mind if I gave Mike your drill for a while?
Do you mind if I borrow this for a little while?

How about letting me do that job?

Listening and speaking

Can I use this?
Is it alright to use this?
Would it be alright to use this machine?
O.K., but be careful.
I'm sorry, but only employees can use that machine.
You're not allowed to.
No, you can't....regulations, you know.
Sure, go ahead.
Feel free.
Be my guest.
I'd like to use your pen for a moment.

Reading and writing

Please allow Melinda to miss school next Tuesday, May 19th. She has to go to the doctor's. Please send home any homework.

TARGET SENTENCE PATTERNS

May/Can I use/borrow this?
I'd like to use your phone.
Is it alright to use this?
Would it be alright to visit her for just a few minutes?
Sure (1).
I'm not sure you can (2).
Sorry (3).

VOCABULARY

(1) PERMISSION GRANTING RESPONSES
Sure.
Certainly.
Of course.
Go ahead.
Feel free.
Help yourself.
By all means.
You have my permission.

(2) CAUTIOUS REPLIES
O.K. but(give it right back.)
You'd better ask someone else.
I'm not sure you can.
I don't know.
I'm not in charge here.

(3) REFUSALS
No. Sorry. You can't.
It's forbidden.
It's against the rules.
You're not allowed to.
Regulations don't allow that.
I won't/can't let you do that.

GRAMMAR STRUCTURES

MODAL AUXILIARIES: MAY, CAN, WOULD

IF-CLAUSES: (Ex. "Is it O.K. if I use this?")

INFINITIVE PHRASE as COMPLEMENT (after adjective)
(Ex. "Would it be alright to visit her?")

☞ A request for permission beginning with "Do you mind..?" is often followed by the response "Not at all." The responder is stating that she/he has no objections and thereby gives permission. This interaction can be misunderstood by the ESL learner who mistakes the "not at all" for a refusal. These expressions should be presented and explained in class. ** For review, refer to 301-4, Asking for and Giving Permission.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Substitution drill.
b. Situational dialogue.
c. Focused listening.
d. Conversation circle:
   identify situations and consider appropriateness of various forms.
e. Situation-structure practice:
   pair or group practice.

Reading and Writing:

a. Learners read and discuss notes.
b. Controlled composition.
c. Writing notes:
   correct, informal letter format.

DESCRIBING CONCURRENT EVENTS AND ACTIVITIES (Past)

SAMPLE LIFE SITUATIONS

** Learners describes what they did on a day (or during a period) of recent historical importance.

** Spouses describe to friends their daily activities in their previous home.

** Parents tell children (or relatives) what they were doing when the children were infants.

** A burglary victim reports his whereabouts at the time of the break-in.

TARGET SENTENCE PATTERNS

What were you doing when he fell?
What were you doing at the time?
I was working on the machine when he fell.
I was washing the floor and he was polishing the furniture.
He fell while he was washing the windows.

SAMPLE LANGUAGE

Listening only

We were washing the windows while they were mopping the floor.

Did you guys finish up that order while you were working on this one?

He's worked full-time all of his life, even when he was in school.

Listening and speaking

What were you doing when he fell?
I was sweeping then.

He was climbing the ladder and reaching over like this (gesture) at the same time.
He was crossing the street when the car hit him.
He fell while he was washing the windows.

Reading and writing

News report: The police cleared the streets, arresting anyone they could, firing tear gas and grenades.

VOCABULARY

VOCABULARY FOR LEARNER SITUATION

learner the Watergate hearings
watch T.V. news
read articles newspaper

VOCABULARY FOR SPOUSE SITUATION

husband work (v) daily
wife shop (v) routine
kids play (v)

VOCABULARY FOR FAMILY SITUATION

cry (v) sing (v) lullaby (n)
suck (v) rock (v) cradle (n)

VOCABUALARY FOR BURGLARY SITUATION

break-in thief steal (v)
burglary girlfriend visit (v)

GRAMMAR STRUCTURES

SIMPLE PAST TENSE-REGULAR and IRREGULAR VERBS

PAST CONTINUOUS TENSE

CONJUNCTIONS,
COORDINATING: AND (between clauses)
(Ex. " I was washing the floor and
he was polishing the furniture.")

SUBORDINATING: WHILE, WHEN (introducing clauses)
(Ex. "When the car hit him, he was crossing
the street.")

PREPOSITIONAL PHRASES with DURING (Ex. "during that time")

To describe two events that occurred concurrently in the past, English speakers commonly join two ideas (clauses) using subordinating conjunctions ("joiners"). "When" often precedes clauses in the simple past tense (ex. "I was fixing the machine when the motor died."). "While" often precedes clauses in the past continuous (ex. "She called while I was studying."). *** Training Specialists are referred to a reference or pedagogical grammar for a more complete description of how two past clauses join in English. *** Also refer to 602-9, Describing Related Actions or Events (Past), and 802-9.

CLASSROOM NOTES

Course Number 502
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   1. picture-situation presentation.
   2. vocabulary of activities.

b. Sentence combining.

c. Substitution drill:
   a written drill may follow.

d. Language experience story.

e. Watch film and later describe actions.

f. Free discussing based on previously considered film, text, etc.

Reading and Writing:

a. Read a newspaper story about a rescue or other human interest topic.

b. Sentence combining.

c. Controlled composition:
   learners prepare an account of important personal event.

d. Modified jigsaw dialogue:
   learners unscramble lines and summarize the account of events.

INTERMEDIATE ESL

Course Number 502
Communication Objective 10

GIVING AND ACKNOWLEDGING COMPLIMENTS

SAMPLE LIFE SITUATIONS

- ** Friends admire new clothes one has bought.
- ** Lady friends exchange compliments and comments with the mother-to-be as they unwrap gifts and pass them around at a baby shower.
- ** A customer tells the grocer how happy she/he is to find such consistantly nice fruits and vegetables.
- ** A learner brings a good selection literature or poet or sings nicely for the class.

SAMPLE LANGUAGE

Listening only	Listening and speaking
My-oh-my! But you sure do look pretty!	My! You look really pretty. Aren't you pretty today.
That's a nice shirt that you're wearing. I've had it for years. My wife gave it to me.	That's a very nice shirt. Those are beautiful shoes. What a cute bib. Thanks, I needed that. You've made my day.
Your new suit really looks good on you.	
That color really suits you.	You look handsome in brown.
Your new haircut is very becoming to you.	I love your new haircut.
You're such a great cook. Everything's delicious. Do you really think so?	Thank-you. I'm glad you think so.

What a pretty (1) ring.
Your suit is (so) (2) attractive (1).
You look (really) (2) pretty (1) today.
I like your gift (very much).
(Oh) Thank you/Thanks.
Thanks, I needed that.
That's nice to hear.
(How) Kind of you to say that.

VOCABULARY

becomes (+you)
suits (+you)

(1) COMMON COMPLIMENTARY ADJECTIVES
pretty beautiful attractive
nice handsome gorgeous

(2) INTENSIFIERS
so very really

GRAMMAR STRUCTURES

VERBS: BE, LOOK, SUIT, SMELL, TASTE

INTENSIFIERS: SO, VERY, REALLY,

ADJECTIVES

☞ Most people find it difficult to respond to compliments gracefully, especially in a second language. Often, the response includes a disclaimer (Ex. "My aunt gave it to me." or "I can't take all the credit for that.") *** A common occasion for compliment giving is at birthday parties or (baby) showers where gifts are given to the celebrant who then opens and compliments the gift and the giver.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   who's giving the compliment and what was so nice?

b. Situational dialogue.

c. Directed response drill.
   Vocabulary expansion.

d. Conversation circle:
   When are compliments appropriate; how may they be acknowledged.

f. Situation-response practice.

g. Role play:
   Select typical situations in which complimenting is usual.

Reading and Writing:

a. Sentence combining.

b. Reading passages:
   1. Situational dialogues.
   2. Short descriptions of situations.
      Learners write appropriate compliments.

c. Strip story:
   The story should include an action or performance as well as the offering of a compliment and the response to it.

Course Number 502
Communication Objective 11

CLOSING A CONVERSATION

SAMPLE LIFE SITUATIONS

- ** The sun sets and the air grows chilled as neighbors talk in the backyard.
- ** Break time is over and a caller, reluctantly , must hang-up.
- ** Neighbors, casually aquainted, end serious social analysis when the neighborhood festival band blares.
- ** A job interviewer concludes the interview in order to keep to her schedule.

TARGET SENTENCE PATTERNS

Well, ...
I've got to go.
(It's) Time for dinner (1).
(It's) Time to get back (2).
I need/have to feed the children (2).
(I'll) Talk with you later (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
I gotta go.	(I've) Got to go.
I've got to run.	
We've got to be going.	We have to go now.
I'd better let you go.	
Oh no! There's something burning in the stove.	I need to check the oven. (It's) Time for lunch.
There's someone at the door.	(It's) Time for me to get back to work. I have to pick someone up.
Is that everything?	Well, I have to go.
(Is there) Anything else?	Well,....
If you'll excuse me,...	
That's all the time we have now.	
Listen. I'll check with you later.	
Later, man.	(I'll) Talk with you tomorrow.
Take it easy.	(I'll) See you later.
See ya 'round.	Bye (now).

VOCABULARY

(1) NOUNS AND NOUN PHRASES

dinner
lunch
my favorite TV show
the music

(2) INFINITIVE PHRASES

get back to work
check the oven
prepare dinner
feed the children
go inside
(etc.)

(3) ADVERBS OF TIME (Future)

later
tomorrow
tonight
next week
in the morning

GRAMMAR STRUCTURES

MODALS: MUST, SHOULD

MODAL EQUIVALENTS: HAVE GOT TO (Ex."I've got to go.")
HAVE TO (Ex. "I have to cook dinner.")
NEED TO (Ex. "I need to feed the baby.")

INFINITIVE PHRASES as NOUN PHRASE MODIFIERS
(Ex. "Its' time to feed the children.")

For review of this language function, refer to 501-1, Greeting and Taking Leave. For further expansion, refer to 703-10, Summarizing, Concluding and Closing a Conversation. *** Usually, before conversations are ended, there are closing signals which cue the conversants that one of them (or both) desires to finish the conversation. These signals are used almost unconsciously by English speakers. The most common one is "Well,...." ESL learners should be made aware of these closing signals, so that they do not mistake their meaning and so that they can anticipate and understand them when they are used.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogues.
b. Repetition and Substitution drills: stress the interchangeability of closings.
c. Situation-structure practice.
d. Conversation circle reasons you can give to close a conversation.
e. Question-answer drill.
f. Informal conversation: Ex.at bus stop, in meeting hall, etc. Learners in pairs or small groups all hold short conversations. Close conversation on cue from teacher, (Ex. meeting called to order).

Reading and Writing:

a. Dialogue construction.
b. Fill-in exercise
c. Short reading passages: compare closing phrases with varied speakers.

INTERMEDIATE ESL

Course Number 503
Communication Objective 1

REPORTING AND ASKING ABOUT NEWS (Good or Bad)

SAMPLE LIFE SITUATIONS

- ** A worker discusses wedding plans with a friend during break. Others overhear and break in on the conversation with both silly, joking, serious and happy comments.
- ** Neighbors discuss a recently opened after-school activities program for local children.
- ** Friends weigh the advantages and disadvantages of the fire station being built around the corner.
- ** A customer is startled to learn that the shop is closing for good tomorrow when s/he asks why the clerks look so unhappy.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What have you heard about Magda? Did anyone tell you about Magda getting married?	What's new? Did you hear the news? Didn't they tell you?
	She's getting married.
Is it for real? Are you really going to do it?	Is that true, Really? When did you hear? Who told you?
Mozart School PTA is starting up a new after-school program.	I heard they're going to have a new program at the school.

Reading only

Going out of business.
Coming soon to your neighborhood.

TARGET SENTENCE PATTERNS

Did you hear the news (1)?
Did(n't) I tell you?
I just saw Freddie.
They're going to close the shop.
Do you know about the hardware store?
We heard (that) you're getting married.

VOCABULARY

hear (about)
know (about)
tell (about)

(1) COMMON EXPRESSIONS REFERRING TO NEWS

the news
the latest (about something or someone)
(about) what happened
(about) what's going on

GRAMMAR STRUCTURES

OBJECT PRONOUNS with TELL, ASK (Ex. "I told you the news.")

QUESTIONS with DO, DOES,

SUBJECT vs. OBJECT QUESTIONS: WHO, WHAT (Ex. "Who told you?" vs. "Who did you tell?")

PRESENT PERFECT (Ex. "Have you heard?")

NOUN CLAUSES with WHAT, WHO, THAT

ADVERBS: YET, ALREADY, JUST

Learners may often need to report, ask about and comment on news of interest in conversations. Integrate this objective with 503-2, Expressing Concern or Pleasure. *** Learners should be able to use do/does/did accurately in questions. If they cannot, provide oral and written practice with sufficient feedback. *** Note the different use of subject and objects in "He asked/told me about it." and "I know/heard about it."

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Repetition and Substitution drill.

b. Expansion drill.

c. Situational dialogue:
Include opening phrase of varying formality related to the situation:
Ex. (in court)
"You are advised that..."
On being fired:
"I'm sorry to inform you that..."
Bad news from friends
"I hate to have to tell you that..."
From neighbors:
"Did you hear the latest...?

d. Interview:
learners work in pairs.

e. Jazz chant and Discussion:
practice and note the role of intonation when expressing "news" or asking about it.

Reading and Writing:

a. Focused reading.

b. Substitution table:
Use phrases from dialogues ("c" above). Complete the table with various declarative phrases (ex. "...you're going to be laid off next month.")

c. Controlled composition.

Communication Objective 2

EXPRESSING CONCERN AND PLEASURE

SAMPLE LIFE SITUATIONS

- **Two friends at a fund-raising party for a struggling community center are amazed at the large, congenial crowd.
- **Friends and co-workers say goodbye to a collegue being transferred to a much better position in another office.
- **Friends visit the home of a neighbor. They did not know beforehand that s/he was just released from the hospital.
- **Neighbors consider making a formal complaint to city officials about a vacant building in the vicinity, each one expressing his or her particular concern.

TARGET SENTENCE PATTERNS

This is really (1) great (2)!
I'm so upset (3)
Oh, my goodness (4)
I hope things get better.
Are you alright
It might fall down tomorrow.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I never expected such a big turnout. It's super.	Isn't this great? There's so many people here.
Just marvelous, don't you think? Couldn't be better.	I'm so pleased. It feels wonderful.
Hey! Great! We should celebrate!	I wish you all the best. I hope it works out.
	Will everything be alright?
The most important thing is that you be happy and healthy.	Oh, my goodness I didn't know. Are you alright now?
I'm anxious about how a place like that might just collapse.	When I see rats, that really bothers me.
	I'm worried about the children; they might get hurt.

VOCABULARY

fun
a good time

(1) INTENSIFIERS
really so very quite

(2) ADJECTIVALS OF PLEASURE OR CONCERN
(if events or objects -- selected)

wonderful
marvelous
fantastic
great
mice
fine
funny (= unusual)
awful

(3) ADJECTIVALS OF PLEASURE OR CONCERN
(for human emotions -- selected)

worried
concerned
surprised.
upset (adj)
anxious
pleased
happy

(4) EXCLAMATIONS OF CONCERN/SURPRISE

my!
my goodness!
dear!
no!
my God!

GRAMMAR STRUCTURES

MODALS OF POSSIBILITY: MIGHT, COULD, MAY, CAN

NOUN CLAUSES AS OBJECTS: with or without THAT

ADVERBIAL CLAUSES OF CONDITION with WHEN, WHENEVER (Ex. "I worry when you're not well.")

☞ Expressions of pleasure or concern that learners use or have heard should be presented in class. A good contact for this is a communication activity, as given at "h" (right). *** This objective can be focused on concern and pleasure, or it may serve as a review of expressions of emotions, if taught along with 501-11. Also review 401-9 and 402-2. *** Present "might", "cold", "can", and "may" as varied ways to indicate possibilities. Use sentences about events that might evoke concern or pleasure. Point out differences among the meanings of these modals.

CLASSROOM NOTES

Course Number 503
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Vocabulary expansions:
   situational (picture or pantomime).

c. Question-answer drill.

d. Conversation circle:
   class discussion of learners experiences.

e. Jigsaw dialogue:
   See example, p-505 (below).

f. Free discussion:
   discussion USA customs--at special occasion.

g. Dialogue construction:
   Learners prepare and present dialogues in pairs.

h. Game: exclamations.
   1. Present and practice sounds like:
      Ohhh! (disappointment, just missed)
      Mmmm! (delight, relish)
      Awww! (sympathy, concern)
   2. Then suggest words like "No", "Really", and "Great". Individuals devise a way to say the word. Learners then guess what was in each other's minds.
   3. Learners suggest other expressions they use to express emotions.

Reading and Writing:

a. Reading passages:
   1. Short stories.
   2. Birth and death announcements.
   3. Dialogues.

INDICATING WHETHER OR NOT ONE REMEMBERS SOMETHING

SAMPLE LIFE SITUATIONS

- ** A police officer asks on-lookers for descriptions of those involved in a hit-and-run accident after questioning them about the sequence of events.
- ** Friends recall the fun they had and the things they saw while fishing for smelt on the lakefront at dawn.
- ** A worker discretely asks his or her hurried boss about the details of an arrangement for compensatory time against overtime the employee put in several months ago.
- ** Long-time neighbors discuss the changes in the community over time with more recent residents.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Did you get a good look at the driver? The license plate? What was the traffic like at the time?	Yes. He had dark hair and a mustache, I think. I don't remember very well. Oh, now I remember.
Do you remember how cold it got?	Sure, I can still feel it.
It's still clear in my mind.	How can you remember so well? I'll never forget it.
I don't have any recollection of that at all.	Do you remember that I worked overtime in May? And you said, "later, you'll get comp time?"
It slipped my mind.	
I hope you don't forget to do it again.	Maybe you told me, but I forgot. I'm not sure I remember. I always forget my boss's last name.
You won't forget again, will you?	
	I've got my Social Security Number memorized. I won't forget it again.

TARGET SENTENCE PATTERNS

I (don't/can't) remember dates (1) very well (2).
I want to remind you about my check.
Do you remember when we first met?
My boss remembered to give me my check.
I remember my village well (2).
She can't say for sure.
He has a good memory.

VOCABULARY

remember
forget
say for sure (idiom)
memorize
memory

(1) WHAT ONE CAN/CAN'T REMEMBER
dates
numbers
titles
faces
people
names
English words
(one's native language)

(2) ADVERBIALS OF DEGREE OR FREQUENCY
well
very well
clearly
all the time

GRAMMAR STRUCTURES

"REMEMBER" + TO + VERB

ADVERBS of DEGREE: WELL, A LITTLE, etc.

AUXILIARIES (BE, HAVE, DO, MODALS): REVIEW
  in NEGATIVES (Ex. "He doesn't remember.")
  in TAG QUESTIONS
  in YES/NO QUESTIONS
  in WH-QUESTIONS

Learners should have firm control over the use of auxiliaries DO, BE, HAVE, and MODALS (e.g. can, will) in questions and negatives. If not, provide oral and written practice with correction and feedback. ***In the present tense, "remember" denotes a current thought about an event. Past tense or future tense denotes the "act" of remembering in the past or future. (Ex. "I remembered." "I will remember.") ***The majority of Americans (and many other Westerners) remember largely by visualizing in their minds. People from other cultures do not necessarily do so. Intangible cultural patterns like this may affect communication.

CLASSROOM NOTES

Course Number 503
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening.

b. Situational dialogue.

c. Expansion drill.

d. Situation-response practice:
   cued practice based on learner-selected topics.

e. Conversation circle:
   what you remember and forgot.

Reading and Writing:

a. Short humorous reading on forgetting.

b. Language experience story:
   Use stories volunteered by one or two learners, allow others to remark on similar situations they have experienced.

ASKING ABOUT PEOPLE'S WHEREABOUTS AND ACTIVITIES

SAMPLE LIFE SITUATIONS

- ** A parent whose child has wandered off asks the department store clerk if anyone has noticed a child alone.
- ** A delivery man who needs a signed receipt looks for the addressee in a large factory or office.
- ** City sewer department workers digging a hole in the street are questioned by a curious neighbor.
- ** Shifted from his or her usual work station, a worker is questioned by a suspicious janitor.

TARGET SENTENCE PATTERNS

I wonder if you could help me?
Do you know where Marcelo is (1)?
I don't know where Betty went (1).
Is that your normal (2) work (3)?
Can you tell me where?
What are/were you doing there?
Do you usually (2A) do that?

SAMPLE LANGUAGE

Listening only	Listening and speaking
I'd like to report a lost child. I had him with me over there by the luggage department but he seems to have wandered off.	Has anyone seen a lost child? My little boy is in the store, but I don't know where he is. He's wearing a striped shirt and blue corduroy pants.
"We have a lost mommy in the shoe department. Her son, Alex, is 8 years old...."	
Could you tell me where I might find him?	I'm looking for a Mr. Jankowitz. Can you tell me where he is? I have a package for him.
What kind of things do you do on your job? Who told you you could be here? What do you think you're doing around here? What makes you think that it's alright for you to be here?	What are you doing? Do you do that everyday? Is this your regular work?

VOCABULARY

(1) COMMON VERBS OF LOCATION ACTION

is/was go/went	be off to (idiom)

(2) ADJECTIVES/ADVERBS OF REGULARITY

A.	B.
regular(ly) usual(ly) normal(ly)	everyday daily

(3) TYPES OF ACTIVITIES AND PLACES

work	assignment	(work)station
job	way to work	spot

GRAMMAR STRUCTURES

NOUN CLAUSES as OBJECTS of KNOW
(Ex. "Do you know where Edwards is?")

ADVERBIALS of FREQUENCY (review):
BEFORE MAIN VERBS or AFTER OBJECT
(Ex. "Do you often do that?" "Do you do that often?")

MODALS (in questions): CAN, COULD, WOULD (+ BE ABLE TO)

Present a variety of questions for getting information about people's whereabouts and activities. Discuss the directness, formality, and appropriateness of using different forms of questions (Ex. "Where is he?" vs. "Could you tell me where he is?") in situations. ***Introduce but do not stress inversion in clauses like the last example, "...where he is?" This will be practiced further in the 600's, especially 601-3, Asking for Further Information. ***If asked about their activities, learners should be able to answer. See 501-8, 501-9, and 503-6 for directions, instructions, job responsibilities, etc.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Expansion drill.

b. Sentence-combining.

c. Transformation drill.

d. Focused listening:
note informal yet fixed expressions
(Ex. "What's going on.")

e. Situational practice.

f. Real-life contact activities:
Learners obtain information from an individual in a social service agency or public institution.

g. Conversation circle.

Reading and Writing:

a. Focused reading.

b. Reading passages.
Ask questions based on previously considered passages.

c. Dialogue construction:
encourage learners to base their dialogue on a real-life experience.

Course Number 503
Communication Objective 4

Course Number 503
Communication Objective 5

MAKING NEGATIVE OR POSITIVE ASSUMPTIONS (Past)

SAMPLE LIFE SITUATIONS

- ** A couple arrives home separately, each from working late, and each thinking the other was bringing food home for dinner.
- ** A driver comes to traffic court with $100.00 cash. Because the complaining officer is not present, the driver gets "Supervision," a suspended sentence without a fine or fee.
- ** A dentist has finished his root canal drilling without causing terrible pain. The patient is pleasantly surprised.
- ** After substituting baking powder for baking soda, a cook is surprised that the chocolate chip cookies are rather hard and flat.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I assumed you were going to take care of that.	I thought you bought dinner. But you were going to stop and buy tacos, weren't you?
Boy, I thought I'd have had my license suspended or something like that.	I thought I would have to pay a fine. I expected something worse.
I expected to have a lot more pain than that. And you know, he didn't even charge me as much as he first told me.	I thought it would really hurt. I expected more pain. It was better than I expected.

TARGET SENTENCE PATTERNS

I thought (1) (that) you did it.
Didn't you (already) take care of it?
Somebody told me (2) it would hurt.
Weren't you going to do that?
I thought it would (really) be bad (3).
I expected something bigger.
It was better (4) than I expected.

VOCABULARY

assumption expect discuss
plan (v or n) expectation talk about

(1) VERBS OF MENTAL ACTIVITY (Past)
thought assumed understood

(2) VERBS OF INDIRECT/REPORTED SPEECH
say/said tell/told (someone)

(3) NEGATIVE/POSITIVE EXPECTATIONS
(Verb phrases)

BE + bad/worse expensive terrible (etc.)	BE + good/better great ready (etc.)
hurt cost a lot	work turn out right

(4) SELECTED COMPARATIVE ADJECTIVES
better quicker more painful
worse slower more done

GRAMMAR STRUCTURES

WAS/WERE GOING TO + VERB
(Ex. "You were going to drive."

TAG QUESTION with WAS, WERE, DID, WOULD

WOULD + VERB (Past of will + verb)
(Ex. "You said you would come.")

INTENSIFIER: REALLY (+ VERB/ADJECTIVE/ADVERB)

Review 403-9, Speculating and Stating Assumptions. This objective will enable learners to expand vocabulary and grammar usage for the same function of language. This includes being able to respond in English to unexpected results of actions and events. *** More than one Grammar Structure can occur in a single sentence. Likewise, certain phrases or clauses in the Target Sentence Patterns can be recombined. Help learners to recognize these regularities in the English language.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   include (I thought, it seemed to me, etc.)

b. Expansion and choice drills.

c. Situation-structure practice.

d. Conversation circle:
   consider the difference between "factual" knowledge and assumptions generally. Note that the later are usually less forcefully stated.

e. Problem-solving:
   What were the facts, assumptions, guesses?

Reading and Writing:

a. Sentence-combining.

b. Strip story.

c. Reading passages.

Course Number 503
Communication Objective 6

DESCRIBING JOBS, WORK ACTIVITIES, WORKPLACES

SAMPLE LIFE SITUATIONS

- ** Learner writes the name and a description of his job on an application.
- ** An afternoon shift worker tells the evening shift relief what happened during the day and what still needs to be done.
- ** Friends discuss the job duties of an open position.
- ** A host(ess) tells guests new to Chicago what factories, gas stations, warehouses, etc. are like here and how it is to work in them.

TARGET SENTENCE PATTERNS

I take care of (1) the maintenance (2).
He works as an assembler.
For every job (3), I read the plans (4) do set-up, and run the printer.
What kind of work do you do (exactly)?
Most jobs (3) (that) we do take (about) a week to complete (1).
She uses a small soldering iron to assemble (1) electrical circuits.

SAMPLE LANGUAGE

Listening only

How would you describe your work?
This job falls into the category of office clerical.
He works for Butera, delivering groceries part-time.

What line of work are you in?

O.K. Whaddya get done?

Reading and listening only

The city offers a unique blend of employment opportunities, varying from hourly labor, to semi-skilled technical work, to the ever-growing service and clerical professions, health care, and burgeoning high-tech industries.

Listening and Speaking

I work at a small factory.
I run an injection molder.
I'm a machine operator.
She takes care of the inventory.
He's been working as a tailor.

What kind of work do you do?

We finished up the Marcox order, and just started to do the set-up for the next one.

The work conditions are sometimes good, sometimes fair.
It depends on the company.
One job I had did not pay more for second and third shifts.

She uses a machine called a punch press to make holes in plastic parts.

VOCABULARY

special
machine
factory
work (n or v)
plant (n)
make (=construct, manufacture)
production
parts

(1) VERBS DESCRIBING WORK (In general)

take care of
run (a machine)
assemble
do
see to
finish
be in charge of
complete
oversee

(2) AREAS OF JOB RESPONSIBILITY (Selected)

maintenance
receiving
assembly
inventory
packing
set-up (n)

(3) MAJOR UNITS OF WORK

job
order
batch
run (n)
cycle
project
quarter (year)
assignment
week

(4) SPECIFIC JOB TASKS (Per learner needs)

read plans
do set-up
operate (a machine)
do piece-work

GRAMMAR STRUCTURES

PREPOSITIONS with "WORK":
  AS A + OCCUPATION (Ex. "as a welder")
  FOR + FIRM/COMPANY (Ex. "for a metals company")
  AT + PLACE or MACHINE (Ex. "at an injection molder")
  ON + PLACE or WORK STATION (Ex. "on an assembly line")

GERUND PHRASE modifying "WORK"
  (Ex. "He works part-time delivering phone books."

USE (v) + TOOL or PART + TO + VERB + OBJECT
  (Ex. " I use goggles to protect my eyes.")

By this objective, learners should be able to: exchange information about their former and current jobs and those of others, where they and others work, and the job duties they perform. They should be able to do this whenever asked by an interested or official person and with few or no major errors in sentence structure. *** Do not neglect household and home management jobs traditionally performed by women within their own families.

CLASSROOM NOTES

Course Number 503
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   picture discussions of people at work.
b. Command-action sequence:
   include common work activities.
c. Question-answer drill.
d. Monologue: short oral presentation.
e. Interview:
   (native speaker) an invited guest plays the role of interviewer.
f. Real-life contact activities:
   ask others on the job for precise English terms for certain work activities.

Reading and Writing:

a. Controlled composition.
b. Fill-in: job application forms.
c. Vocabulary expansion:
   personal vocabulary used in describing job duties may be included in these structure patterns.

INTERMEDIATE ESL

Course Number 503
Communication Objective 7

DESCRIBING KNOWLEDGE, SKILLS, INTERESTS

SAMPLE LIFE SITUATIONS

- ** A job applicant describes his or her skills, abilities and duties at a previous job although the title of the new job is quite different from that of the old one.
- ** Friends from different countries, regions or neighborhoods discuss childhood games and hobbies.
- ** People at a party turn the topic of conversation to personal interests.
- ** Learners read or listen to accounts of historical or popular figures, then give their reactions to what they have considered.

TARGET SENTENCE PATTERNS

I know all about house plants.
I like to go camping in the summer.
Do you enjoy dancing?
He's good at fixing up cars (1).
I've done some reading about (2) American Indians.
Do you know how to install carpeting on stairways (1)?
Of course (3). I've been doing it for years.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What skills do you have related to mechanical repairs? What do you know how to do?	I know all about old cars. That's what my job is now. I've been repairing automatic transmissions for over eight years. I did that in my country for ten years.
What do you do in your free time? I spend my time fixing old stoves and then selling them.	Do you have any hobbies? I like to go fishing. I'm interested in sewing. I do a little carpentry work. I put in the basement in our house last summer.
They participate in three ethnic folk fests every year.	She likes classical music. They're in a dance group. He sure can play the accordian, don't you think?

VOCABULARY

know how (n)
know how to (v)
interest (n or v)
favorite
pasttime
hobby
all about
over (=more than)
put in (=install)
sure (=certainly)
study (n)

(1) PRACTICAL SKILLS AND ABILITIES (Selected)

fix (up) cars
repair motors
(do) knit(ting)
do plumbing
garden (v)
do carpentry
install carpeting
do needlework
repair china

(2) ACTIVITIES LEADING TO KNOWLEDGE

study (v)
read about
see pictures of
learn about
do reading about
take courses on
learn how to
watch people do (it)

(3) ENTHUSIASTIC AFFIRMING RESPONSES

Goodness, yes.
Certainly.
Why yes!
Of course.
Don't you know?

GRAMMAR STRUCTURES

VERB + INFINITIVE and/or GERUND:
INF. or GERUND: LIKE (Ex. "I like swimming/to swim.")
GERUND only: ENJOY, BE GOOD AT, KNOW ABOUT
INFINITIVE only: KNOW HOW

PRESENT PERFECT (CONTINUOUS)
(Ex. "I've been doing it for years. It's my hobby.")

FOR + TIME PERIOD:
with PRESENT PERFECT (Ex. "I've been a housewife for many years.")
with SIMPLE PAST (Ex. "I went to college for 3 years.")

☞ Motivation for communicating personal interests comes more easily in a classroom atmosphere where learners feel that their contributions are valuable. Include learners' names and experiences in classroom activities. Good strategies for discussing knowledge, skills and interests are contained in Look Who's Talking (by Christison and Bassano. See Biblio., p. 541.) *** Look ahead to 501-8, Expressing Ability and Inability (Past) and review 403-3, Expressing Ability and Inability, for a full range of structures and sentence patterns for talking about skills. *** See 702-2 and other objectives for notes on Gerunds and Infinitives.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues.

b. Expansion and choice drills.

c. Situation-response practice.
cued practice using student information.

d. Conversation circle:
survey class skills and interests.

e. Monologue:

Learners give short (2-3 minutes) speech on their jobs skills and interests.

f. Interview:
learners ask each other about their skills, interests and knowledge. This is done in pairs.

Reading and Writing:

a. Short reading passages.

b. Form fill-in:
use job application forms. Focus attention on sections pertaining to education, employment, interests, and skills.

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Course Number 503
Communication Objective 8

EXPRESSING ABILITY AND INABILITY (Past)

SAMPLE LIFE SITUATIONS

- ** A woman whose husband and child both have the flu calls his work at 10:00 A.M. and sends a note to school to explain their absences.
- ** Friends discuss activities they would do when they were much, much younger.
- ** Co-workers explain to the boss why they have been late for four days: their usual driver's car has been broken down and they have had to take the bus.
- ** A learner explains an unsuccessful attempt to return merchandise.

TARGET SENTENCE PATTERNS

My wife (1) couldn't come in (2) because she was sick.
I just wish I could have (3) that job
Why didn't you come (2)?
I was planning to go (2), but my car wouldn't work. (4)

SAMPLE LANGUAGE

Listening only	Listening and speaking
	My son couldn't make it because he was sick.
He was never able to beat his own record.	He could run a mile in six minutes when he was younger.
You would have been able to come if your car worked.	I couldn't come. I was going to, but my car broke down.
	I'm sorry. It just was not possible.
Our policy is to give refunds but only within 10 days of purchase. If you had brought it back last month, we could have given you a refund.	This blouse was too small. Could I still get a refund? But can't you make an exception?
	They wouldn't do it because they said it was against company policy.

VOCABULARY

able possible policy
unable impossible rules

(1) FAMILY RELATIONSHIPS
wife daughter
husband son

(2) SELECTED VERBS
come(in) go work
make(it) be(there)

(3) JOB-RELATED VOCABULARY
do get
finish have
complete be hired for

(4) SELECTED VERBS LIMITING ACTIONS
(not) work (not) let (=allow)
(not) allow (it) (not) give permission

GRAMMAR STRUCTURES

MODALS: COULD, WOULD

could + not, would + not

BUT as (COORDINATING) CONJUNCTION
(Ex: "I was planning to do it, but I couldn't.")

CLAUSES with BECAUSE
(Ex: "I couldn't come because I was sick.")

The following chart summarizes the present and past forms of expressions of ability/inability.

Meaning	Present	Past
ability:	can(not) is able to know how to	could(not) was able to knew how to
possibility:	could (do)	could have (done)
possible ability:	should be able to	should have been able to

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Substitution drill.

b. Focused listening:
   listening comprehension--
   -what was the problem?
   and
   -could he or couldn't he?

c. Situational dialogues.

d. Question-answer drill.

e. Situation-structure practice:
   cued oral practice.

f. Language experience story.

Reading and Writing:

a. Reading passages:
   read detective or mystery story.

b. Sentence combining.

c. Controlled composition.

d. Writing notes.

Ex: Dear Teacher,
My son John couldn't attend school yesterday because he was sick. Please excuse him.

Sincerely,
Mrs. Smith

Course Number 503
Communication Objective 9

REPORTING, COMPARING AND ESTIMATING QUANTITIES

SAMPLE LIFE SITUATIONS

- ** An artist needs just 50 expensive, exotic nuts to make a Christmas decoration. The grocer insists that she order by the pound.
- ** During a break, friends and neighbors painting apartment describe the materials they think they will need to finish the project.
- ** A customer, too hurried to wait in line at the post office, determines the postage necessary for a package by estimating its weight and referring to a chart of postal rates.
- ** Learners report inventories and describe the reasons for the presence and absence of their selections. Ex. At home (groceries); at work (supplies/tools); in the car (spare tire, jumper cables, blanket, etc.).

SAMPLE LANGUAGE

Listening only

That's more than I could ever use in three years.
What does the recipe actually call for?

That's a little less than 4 gallons that we've already used up.

That'll be about a dollar and a half a piece.

You've only got about 10 gallons here.
Fill-up?

Reading only

FOURTH CLASS
(PARCEL POST) ZONE RATES

Listening and speaking

How many do you need?
I only need 50 in all.
Three pounds is too much.
No more, please.

We used 4 gallons so far.
We need another gallon.
Only one more.
That'll be enough.

Not so much
I need a lot more than that.
Give me a pound of those.

There's a lot left in stock.
That's more than I thought.
We're all out of orange juice.

TARGET SENTENCE PATTERNS

We need two yards (1) per dress.
How many cups (1) do you need?
How many stamps (2) are there left?
How much butter (3) do you need?
That kind is more (4) expensive than I thought.
That's too much/little (5).

VOCABULARY

less more

(1) UNITS OF MEASUREMENT

inch ounce cup gallon
yard pound pint box
foot gram quart can

(2) NOUNS: COUNT AND NON-COUNT

A. (with many, a few)

stamps eggs blankets

B. (with much, a little)

rum orange juice
butter postage
carpeting

(3) VOCABULARY CONCERNING QUANTITIES

left needed there
left over called for

(4) FRACTIONS

half a third a quarter

(5) QUANTITY LIMITATIONS

less than about **almost**
more than **approximately**

GRAMMAR STRUCTURES

COMPARATIVES: more than/less than/as...as
(Ex: "His suit costs more than mine.")
COMPARATIVE ADJECTIVES: with -er/more
SUPERLATIVE ADJECTIVES: with -est/the most
HOW MANY/HOW MUCH
COUNT/NON-COUNT NOUNS

Adjectives "MANY" and "MUCH" occur in complementary distribution:

All measurements, quantities and count nouns are modified by "MANY" (Ex. "How many pounds do you want?" "How many apples do you want?"); while MUCH modifies all non-count nouns (Ex. "How much sugar do we need?")

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   picture or realia presentation and discussion.

b. Interview:
   pair activity. Gather and compare data on learners ex. number and age of children.

c. Situational dialogue.

d. Guessing or game estimating.

e. Situation-response practice:
   use cued production drills.

f. Role play.

Reading and Writing:

a. Reading passages:
   1. ads 2. newspapers 3. charts 4. magazines

b. Learners make charts and graphs.

Course Number 503
Communication Objective 9

INTERMEDIATE ESL

Course Number 503
Communication Objective 10

MAKING, GRANTING AND REFUSING REQUESTS

SAMPLE LIFE SITUATIONS

- ** A secretary requests a new typewriter because hers isn't working.
- ** A woman asks another shopper to watch her cart of groceries while she goes to get her car in the parking lot.
- ** An employee asks his boss if it's possible to take a longer lunch hour to take care of personal business.
- ** A customer at a bank asks a teller for a cashier's check and a certain, exact amount of cash and change.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Could we have someone from the storeroom send us what we need?	Could we get another typewriter? This one is not working right.
Can I ask you a favor? Would you be able to watch my cart while I get my car?	Are you waiting here? Would you mind watching this? I'll be right back. I have to get my car.
	Would you do something for me?
I don't see any problem with that. Would you mind telling me what you need to do? Alright, one hour then. See you at 1:15	Can I take a long lunch? I need to take care of something. I have some personal business to take care of. I'll only be an hour.
Wait just a minute. I didn't say you could go yet. Next. How can I help you today?	No problem. I suppose so. Sure. Why not? I have a special request.

TARGET SENTENCE PATTERNS

Could you/we order(1) some supplies?(2)

Could you have them get (1) us what we need?

Yes, I guess(3) so.

No, we'll have to do without (4).

Would you mind watching(5) my cart?

No problem (6).

VOCABULARY

(1) VERBS

order bring give
get sell my

(2) NOUNS

typewriter merchandise desk
stationary dictionary supplies

(3) VERBS

suppose imagine
think guess

(4) TWO-WORD VERBS

make do do without

(5) GERUNDS

watching waiting for holding

(6) SHORT RESPONSES

Go ahead No problem surely
I'm sorry Not today

GRAMMAR STRUCTURES

MODALS: COULD, WOULD

WOULD YOU MIND + GERUND
(Ex. "Would you mind sending the package?")

CAUSATIVE "HAVE":
HAVE + (PRO) NOUN + VERB + OBJECT
(Ex. "Could you have someone pick it up?")

DETERMINERS/ARTICLES: SOME, A, AN

Getting other people to do something is not the most instrumental use of language that is taught in this curriculum. This objective should be viewed as part of a series of objectives that includes 402-7, Giving Instructions, Directions, Orders; 501-3, Ordering Things; 501-9 Understanding and Giving Directions: 502-2, Suggesting a Course of Action; 601-10, Asking Others to Do Something; and 602-9, Persuading Someone to Do Something.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening.

b. Situational dialogue.

c. Conversation circle:
   Contrast casual and formal expressions.

d. Situation-response practice:
   1. Directed practice
      Ex. Cue: photo of darkened, barred storefront. Shopkeeper is closing up.
      TS: I asked him if the store was open. What did he say?
      CL: It was closed.
      TS: I asked him if I could just get some eggs. What do you think he said?
      CL: Sorry. The store is closed.
   2. Oral practice in making requests for information, objects, or action (as cued: from lists, pictures, etc.) in particular situations (as cued).

e. Interview:

   Read passage, watch movie, etc. Interviewer asks about who said what, had what attitudes, etc.

Reading and Writing:

a. Reading passages.

b. Fill-in exercise:
   use questions of comprehension as well as simple checks for grammaticality.

INTERMEDIATE ESL

Course Number 503
Communication Objective 11

MAKING, ACCEPTING AND DECLINING INVITATIONS

SAMPLE LIFE SITUATIONS

** A worker asks a co-worker to come to dinner with him/her sometime.

** A person asks a friend to accompany him to the movies.

** A couple invites two friends for a weekend visit.

** An older, experienced gentleman invites a very shy young lady to join him for a drink.

SAMPLE LANGUAGE

Listening only

Hey, we're just going 'round the corner for a bite to eat. Wanna come?

We'd like you to join us for dinner sometime soon.

Would you care to come for the week-end?

We're having some friends over for drinks next Friday night. We'd love you to come.

Well, that's very kind of you, but I've made other plans. May I take a rain check?

I'm sorry, I can't make it Saturday night.

Listening and speaking

Would you like to come to dinner next Saturday?

Why don't you join us for brunch on Sunday? Come at eleven.

How about coming over for lunch soon?

How about a movie?

Why don't you come?

I'd love to.
I'd like to.
I'd like that very much.

I'm afraid we can't.
We have plans to see a play and we already bought tickets.

TARGET SENTENCE PATTERNS

Would you like to visit (1)?

How about coming (2) for dinner (3)?

How about a movie (4)?

Why don't you come (1)?

I'm afraid I/we can't.

I'd like/love to.

VOCABULARY

(1) VERBS
come visit

(2) GERUNDS
coming visiting

(3) NOUNS
dinner lunch the weekend

(4) NOUNS OR GERUNDS
a movie
dinner
going dancing

GRAMMAR STRUCTURES

MODALS: WOULD + LIKE, COULD

HOW ABOUT + GERUND
(Ex. "How about coming over?")

HOW ABOUT + NOUNS
(Ex. "How about a movie?")

IF-CLAUSES
(Ex. "We'd love it if you could come.")

I'M AFRAID (THAT) + CLAUSE
(Ex. "I'm afraid that's impossible.")

Review 401-8, Inviting and Responding to Informal Invitations, and integrate the content of these two objectives. Somewhat more formal invitations (e.g. to occasions like weddings, parties, receptions, company picnics) are to be introduced. Observe how spoken and written language differ in style and content. *** Present and practice "how about" followed by both noun phrases and gerund phrases (see Grammar Structures). Be sure to include learners ideas on the content of such suggestions/ invitations.

CLASSROOM NOTES

Course Number 503
Communication Objective 11

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening.
b. Vocabulary expansion drill.
c. Situational practice:
    1. Situation-structure practice with targeted phrases.
    2. Situation-response practice with situations similar to those previously considered by learners.
d. Dialogue construction and Role play: Learners construct dialogues prepare role plays using situations previously presented (see "d" above).
e. Real-life contact activities: Invite friends and other classes to a party; celebrate achievement ceremony, etc.

Reading and Writing:

a. Sentence combining.
   Ex. I'm having a party. I want to invite you.
b. Focused reading:
   Note formality and urgency of various means of expressing invitations and responses.
c. Strip story:
   Divide paragraphs to reflect sequence of offer, consideration and response, whether positive or negative.
d. Sample Invitations:
   Bring in sample invitations to weddings, showers, parties, receptions, etc. and have students R.S.V.P. appropriately.

INTERMEDIATE ESL

Courses 601-602-603

Communication Objectives

Course 601

1. Getting Someone's Attention
2. Asking about and Reporting Existence or Presence
3. Asking for Further Information
4. Identifying and Describing People
5. Describing Things
6. Describing Beginnings and Endings of Activities
7. Reporting What Someone Said
8. Confirming or Denying What Was Said
9. Asking for and Giving Reasons and Excuses
10. Asking Others to Do Something
11. Warning Others about Possible Consequences

Course 602

1. Describing Locations, Positions, Distances
2. Understanding and Describing Quantities
3. Stating a Logical Conclusion
4. Expressing Certainty or Uncertainty
5. Approving or Objecting
6. Describing Related Actions or Events (Past)
7. Asking about and Declaring Intentions
8. Reminding Someone of Something
9. Persuading Someone to Do Something
10. Promising to Do Something

Course 603

1. Initiating Topics of Conversation
2. Describing Ongoing Activities
3. Describing Conditions for Actions or Events
4. Making Indirect Requests (for Action)
5. Making Indirect Requests (for Information)
6. Expressing Unfulfilled Wishes and Desires
7. Expressing Fear or Worry, and Consoling
8. Offering and Requesting
9. Recommending a Course Of Action
10. Expressing Affection, Admiration, Trust

600

INTERMEDIATE ESL

Course Number 601
Communication Objective 1

GETTING SOMEONE'S ATTENTION

SAMPLE LIFE SITUATIONS

- **A customer at a supermarket, bank or office,) tries to get the attention of the worker behind the counter, desk, or window.
- **A worker attracts the supervisor's attention and asks to speak about a work-related matter.
- **A customer in a restaurant gets the attention of the waiter or waitress.
- **A person gets the attention of someone who dropped or left behind something on the bus, in a store, or on the street.

TARGET SENTENCE PATTERNS

Excuse me (1).
Say, ma'am (2)!
Am I disturbing (3A) you?
Hey (1)! Wait a minute.
Is this yours?
(Is there) Anyone here?
You left (3B) something.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Say there.	Sir.
Say, Gerardo (name).	Excuse me. Pardon me, miss.
	Hey! You -- in the blue coat! Is anyone here? Can I get some help, please?
Let me talk with you for a minute.	Am I interrupting? Can/May I interrupt?
Come here. I've gotta talk to you.	Excuse me. Can I see you for a minute?
(Have) You got a couple of minutes?	Sorry, but can I talk with you for a minute? Do you mind if I ask a question?
	Excuse me. Is this yours? Hey! Wait a minute! You dropped something!
	Miss! Waiter!

VOCABULARY

(1) ATTENTION GETTERS

Excuse me
Pardon me
Hey
Say

(2) TERMS OF ADDRESS

ma'am
sir
miss
lady
mister
young lady
waiter
waitress

(3) SELECTED VERBS

A. interrupt
bother
disturb
trouble

B. drop
leave (behind)

GRAMMAR STRUCTURES

THERE + BE in YES/NO QUESTIONS
IRREGULAR PAST TENSE VERBS

☞ Besides the words listed above, (1) and (2) non-verbal means of getting attention are often used: knocking, clearing the throat, raising the hand or finger, waving, facial expressions, head or body movements, etc. ***Learners should discuss different ways to get the attention of different people under different circumstances. Intonation should be pointed out. ***Cross-cultural comparisons may be useful in assisting learners to use USA-culturally appropriate behaviors and language.

CLASSROOM NOTES

Course Number 601
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues:
   1. Learners listen and answer questions.
   2. Learners repeat and perform dialogues.

b. Conversation circle:
   getting someone's attention.

c. Focused listening:
   1. Listen to recordings or dialogues read aloud. Identify language used.
   2. Listen to recordings of dialogues. Identify key situational variables (who, what, where, why).

d. Role play.

e. Real-life contact activities:
   1. Learners listen to ways English speakers attract attention in stores, offices, etc.
   2. Learners ask for information, using attention-getting language (out-of-class).

Reading and Writing:

a. Reading passages and/or
   Language experience stories:
   about people getting others' attention.

b. Fill-in exercise: What would you say?

INTERMEDIATE ESL

Course Number 601
Communication Objective 2

ASKING ABOUT AND REPORTING EXISTENCE OR PRESENCE

SAMPLE LIFE SITUATIONS

** A shopper in a store asks the clerk about the availability of a certain item, size, or type of product.
** Workers check stock or inventory list for availability of an item, and report the need to order more.
** Group members meeting others at a place discuss who is and is not there.
** A learner reports to the class about an out-of-class experience or activity.

TARGET SENTENCE PATTERNS

Is there a Mr. Crane (here)?
Do you have that in a size 9?
We don't have any (more) solvent (1).
Phong didn't come, and neither did Luisa.
I haven't seen any.
There is/are (only) a few here.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Do you have hiking boots? I'm sorry. We don't have any.
That kind of thing doesn't exist.	There's no such thing as a carburetion tube. We don't carry it. I've never seen one. Sorry, we're all out.
	There's no alarm here. We don't have any alarm.
No one was around.	A: Is anyone here? B: I think we're the only ones here. A: Sure is empty, isn't it? C: SURPRISE!!

VOCABULARY

exist
here
there
around

come
be
show up
see(n)

attend
present
absent
missing

(1) ITEMS LEARNERS WOULD ASK ABOUT ON THEIR JOBS, IN OTHER SITUATIONS

GRAMMAR STRUCTURES

SOME/ANY/NONE/A FEW

NO + NOUN

THERE + BE

PRESENT PERFECT
(Ex. "We haven't seen her.")

NEITHER/NOT...EITHER

☞ Review 403-2, Reporting Presence or Absence of Things or People. *** Also review 401-3, Describing Objects (Without Knowing the Name). *** The use of some and any in negative and positive statements and in questions must be presented and practiced in realistic contexts.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues.

b. Vocabulary expansion: as situationally appropriate.

c. Focused listening:
   1. What are they talking about? Is there any?
   2. True or false--This room has 6 windows.

d. Substitution-correlation drill.
   Ex. TS: We don't have much time left. Quarters.
   CL: We don't have many quarters left.
   TS: Soap.
   etc.

e. Information-sharing:
   pairs, or groups, each person with different information or parts of a whole.

f. Games:
   Kim's game--vocabulary practice, objects on a table. Cover the table, groups try to list all objects shown. Remove some objects; uncover and learner's discuss what there was and is.

Reading and Writing:

a. Reading passages:
   Various topics, including shortages (food in Bangladesh; jobs in Chicago; etc.).

b. Controlled composition:
   descriptions of places.

Course Number 601
Communication Objective 3

ASKING FOR FURTHER INFORMATION

SAMPLE LIFE SITUATIONS

** A learner calls or visits the school office to find out about ESL registration procedures and class schedules.
** A worker asks the supervisor or payroll office clerk about an unexplained deduction on a paycheck.
** A person telephones to get information about an apartment for rent.
** A customer asks a clerk about an appliance being considered for purchase.

TARGET SENTENCE PATTERNS

Is there anything else?
What else is there to do?
Could you tell me (a little) more about this deduction?
What kind of lease (is it)?
Tell me (some) more about the schedule.
How can I find out (1) more (about that)?
I don't (quite) understand this/that (yet).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Besides that, there isn't much to say.	OK, what else do I need to do? Could you tell me a little more about that? Is there anything else I should get?
That's all I know about it. If you have any other questions about that, you'll have to go ask Mr. Boswell.	I don't understand this. Could you tell me why that is? Why is that? What kind of a health insurance plan (is it)? How can I find out more?
What do you want to know (exactly)?	I have another question. Tell me about the kitchen. What about the security deposit?
	Does it come with a guarantee? What other features does it have?

VOCABULARY

ask
tell
inform

(1) VERBS OF KNOWING
learn
get (information)
find out

PERTINENT VOCABULARY FOR THE SITUATIONS SELECTED FOR CLASSROOM PRACTICE

GRAMMAR STRUCTURES

ELSE (other WH-question words and indefinite pronouns)

THERE + BE

WHAT KIND OF + NOUN

CLAUSES with WHERE, WHO, WHEN, WHY

☞ Other life situations might include a worker considering a job or new assignment in the company, or a tourist asking about places to visit. *** Learners should be able to ask follow-up questions to get more information from English speakers, especially those whose job it is (in part) to give out information. *** Refer ahead to 603-5, Making Indirect Requests (for Information)if expansion is desired.

CLASSROOM NOTES

Course Number 601
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Discussion:
   1. Of situations where information is sought.
   2. Brainstorm--topics class members have asked for information about in English.

b. Focused listening:
   dialogues--ways to ask for information.

c. Situational dialogues.

d. Dialogue fill-in.

e. Directed response drill:
   listen to situational comments, then ask a selected follow up question, such as "OK, but how do you do that?"

f. Vocabulary expansion:
   topics of information (per situations).

g. Situational practice.

h. Role play: learners suggest situations.

i. Problem-solving.

Reading and Writing:

a. Strip story: based on dialogues, role plays.

b. Reading passages:
   notices, brochures, announcements, mailings. Read, then write out questions for information not fully given.

Course Number 601
Communication Objective 4

IDENTIFYING AND DESCRIBING PEOPLE

SAMPLE LIFE SITUATIONS

** Police ask a victim or a witness to a crime to describe the person they saw.
** Workers see an important but unidentified visitor at the workplace; one worker who knows tells who it is.
** A family member shows photos of relatives to some friends.
** Two friends discuss a person of the opposite sex that one of them would like to get to know better.

TARGET SENTENCE PATTERNS

She's (kind of) pleasant (2).
Her hair comes down to here.
She usually wears (something like) a suit.
She acts like (1) a teenager (3).
It's that man over there, sitting by the water cooler.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	A: (Do you) see that man over there with Rossi? B: Yeah. Who is it? That's the district manager. He's a real son-of-a-(gun), I hear. B: Oh, yeah. What did he do? (etc.)
	A: Do you remember Maria Peña? B: Sure, I remember. A short woman, dark hair, from Guatemala. She was always talking about her children.
What's the guy look like?	He was tall and had dark hair and a long mustache.
Is this him?	Yes, that's him.

VOCABULARY

(1) VERBS OF DESCRIPTION

A. is (BE)
B. act (like) talk (like) look (like) have

(2) HUMAN QUALITIES

anxious
aggressive
attractive
beautiful
crazy
cold
friendly
funny
helpful
impolite
kind
lazy
plain
pleasant
pretty
quiet
reserved
selfish
self-conscious
sensitive
serious
sexy
shy
ugly
uptight
weak
well-dressed

(3) AGES AND STATES OF LIFE

baby
childish
kid
young
toddler
teenager
grown up
mature
middle-age
adult
elderly
old
retired
senior citizen

GRAMMAR STRUCTURES

DEMONSTRATIVES + NOUN PHRASE:
(Ex. "Those people studying over there.")

ADJECTIVE CLAUSES with WHO, THAT (Ex. "The man who sang.")

REDUCED ADJECTIVE CLAUSES:
with TO (Ex. "Someone to see.")
with GERUND (Ex. "The man sitting on the ground.")

PRESENT, PAST CONTINUOUS TENSE

KIND OF as a "SOFTENER" (Ex. "She's kind of plain.")

☞ Review 402-4, Describing Appearance, Personality, Behavior, and 502-6, Comparing and Contrasting People, etc. This objective aims to expand both the vocabulary and grammar structure skills of learners. *** The relative pronoun ("that", "which", or "who") + BE is the construction that is most commonly deleted in reduced clauses.
Ex. "The woman who was coming to visit is Lara."
= "The woman coming to visit is Lara."

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues.

b. Vocabulary expansion: pictures of people.

c. Question-answer drill:
describe class members, public figures, etc.

d. Guessing game:
identify class members from short descriptions.

e. Dialogue construction:
pairs develop dialogues for certain situations.

f. Real-life contact activity:
by arrangement, a person enters the class with an item for the teacher, then leaves. Teacher asks small groups to describe the person. When ready, small groups share their descriptions. Then, the person returns, small groups modify their descriptions, and share same.

Reading and Writing:

a. Reading passages:
Ex. brochures that describe political candidates or the staff of an organization or institution.

b. Short descriptions of students in class written by individuals or small groups. Guessing after they are read aloud. (See above.)

Course Number 601
Communication Objective 5

DESCRIBING THINGS

SAMPLE LIFE SITUATIONS

- **A worker notifies his/her supervisor of a problem with a machine. The supervisor asks for clarification.
- **A customer in a hardware store asks for help getting the right hinge, curtain rod fixture, or other part.
- **An immigrant describes an item not found in the U.S. to an American (and vice versa).
- **A First Aid instructor describes the "equipment" related to each day's lesson (e.g., splints, triangular bandages).

SAMPLE LANGUAGE

Listening only

Here's a really
good-looking one.

Listening and speaking

It's (not) (very) sturdy.
It's made of cheap material.
It looks (pretty) solid to me.
It's better than it looks.
You can see right through it.

It needs to be repaired.
You'll have to clean it.

It's made out of shiny metal.
You just hammer it down.
A child can do it.
It's a little piece of well-constructed metal.

Reading and writing

The part you sold me on January 15th was defective.
For warranty service return to place of purchase.
Factory reject./Irregular./Damaged merchandise.

TARGET SENTENCE PATTERNS

It's a little (1) piece of twisted (2) metal (3).
It's made (out) of plastic(3).
It's something you clean clothes with.
= You clean clothes with it.
It goes under the bar that you turn.
It looks (4) like a small magnet.

VOCABULARY

piece
object
part

something
material
stuff
item

used for
made of

(1) ADJECTIVES OF SIZE, COLOR, SHAPE

huge
tiny

greenish
reddish
shiny

curved
square

(2) ADJECTIVES: COMPOUND OR DERIVED FROM VERBS

well-built
upside-down
beat-up looking
medium-size

damaged
twisted
absorbent
folded

shiny
curved

(3) MATERIALS OR SUBSTANCES

steel
wood
plastic

fabric
glass
cloth

pottery
styrofoam
cardboard

(4) VERBS OF PERCEPTION

look
seem
sound
feel

GRAMMAR STRUCTURES

NOUN + NOUN CONSTRUCTION
(Ex. "check stub")

MAKE + NOUN + VERB
(Ex. "We made it work.")

NEED TO BE + PARTICIPLE
(Ex. "It needs to be fixed.")

Precise use of language is important for giving adequate descriptions of things. This objective demands that learners expand their vocabularies for describing things. *** Teach this objective in 2 to 4 class sessions or lesson parts. *** Many inventive strategies can be used for this objective.

CLASSROOM NOTES

Course Number 601
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues:
   descriptions -- listen and answer.

b. Vocabulary expansion:
   1. Groups compete making lists of things by qualities, e.g. things that move fast, that come in threes, that are soft, etc.
   2. Learners divide a given list of words into groups by categories.

c. Games/Problem solving:
   1. Odd Man Out -- delete one word from a set.
   2. Detecting differences in two pictures.
   3. Imagining unusual uses for common things.

d. Transformation drill:
   Ex. A: You use it to clean clothes.
   B: It's for cleaning clothes.
   C: You clean clothes with it.

e. "Men from Mars" activity:
   describe a common item as if it were very unfamiliar to you; state its plausible uses.

f. Situational practice/role play:
   describing things for different audiences and situations.

Reading and Writing:

a. Reading passages: per student interests.

b. Strip story: formal definitions.

c. Vocabulary drill: opposites.

DESCRIBING BEGINNINGS AND ENDINGS OF ACTIVITIES

SAMPLE LIFE SITUATIONS

** A worker reports to his supervisor work completed and in progress.

** Community members or customers discuss with a shopkeeper how long the store has been in the neighborhood.

** Learners discuss well-known or personal events, e.g. when and where a friend lived and for how long.

** In preparation for a housing court date, building residents prepare a report describing tenant-landlord problems.

TARGET SENTENCE PATTERNS

It started at (1) 4:30.
We've finished (2A) working.
They haven't begun (2B) to get ready yet.
We were still driving at midnight.
It won't be like that anymore.
She worked until (3) her son was finished with college.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	They stopped/started talking at 6:00.
	They kept going until 9:30. I started the cake 10 minutes ago.
	We haven't finished yet. It's still baking.
	We moved to 1060 W. Addison in March 1978, two months after Josefina was born.
When you saw us, we had just started to look (for a new apartment).	

VOCABULARY

still not yet ago
already again yet

(1) PREPOSITIONS OF TIME
at before until
in after since
on between

(2) VERBS OF BEGINNING, ENDING, ETC.

A. (followed by gerunds)

finish keep quit
get through keep on stop
give up postpone

B. (followed by infinitives or gerund)

begin continue remember
prefer start

(3) TIME CONJUNCTIONS ("INCLUDERS")

after at the time (that)
before about the time (that)
since until

GRAMMAR STRUCTURES

VERBS FOLLOWED BY GERUNDS (VERB-ING):
FINISH, GET THROUGH, GIVE UP, KEEP, KEEP ON, POSTPONE, QUIT, STOP

VERBS FOLLOWED BY INFINITIVES OR GERUNDS (VERB-ING):
BEGIN, CONTINUE, START, PREFER, REMEMBER

PRESENT PERFECT

SPECIAL ADVERBS: STILL, ANYMORE, ALREADY, YET, AGO

☞ Although the above verbs are commonly used in the past tense (Ex. "I stopped working at 6:30."), other tenses are also used (Ex. "They should have started driving earlier.") *** AGO is only used with past, not perfect, tenses. (Ex. "He left years ago."). YET and ALREADY occur often with the simple past tense. (Ex. "Did you eat yet?"). Present perfect is somewhat more formal. (Ex. "Have you eaten yet?")

CLASSROOM NOTES

Course Number 601
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
oral story presentation, with clock, calendar, picture props.

b. Substitution drills and table.

c. Situation-structure practice.

d. Situation-response practice.

e. Role play.

f. Real-life contact activities:
interviewing store owners as to the duration of their businesses and other businesses in the neighborhood.

Reading and Writing:

a. Write autobiographies in chart or prose form. Read out loud if desired, or pass around and read each others'.

b. Read biographies of famous people.

c. Prepare summaries of current events for oral presentation in class.

Course Number 601
Communication Objective 7

REPORTING WHAT SOMEONE SAID

SAMPLE LIFE SITUATIONS

- ** A worker has to relay a series of instructions from the boss to a co-worker.
- ** A bilingual friend or relative reports to a social service agency worker what a monolingual client says.
- ** Learners interview someone of interest in the community and report back to the class.
- ** A newspaper reporter quotes and paraphrases what a visiting celebrity says about Chicago.

SAMPLE LANGUAGE

Listening only

I asked them about going.

I asked if I could go.
(I said, "Can I go?")

Listening and speaking

He told me to come at 8.
("Come at 8.")
She said the food was bad/good.
("The food is bad.")
She said she didn't like it.
She said the meat tasted spoiled.

He told me you said something about lunch.

She thinks that Chicago is a very beautiful city.

He said he would be voting for the first time this year.

TARGET SENTENCE PATTERNS

They told (1) (him) (that) they understood.
He asked (1B) them to do it again.
I reported (1A) that we had been having some problems at work.
She said (1) she already filled out that form.
They said (1A) (that) she is always happy.

VOCABULARY

(1) VERBS OF REPORTING

A. say
report
think

B. ask (+ indirect object)
tell (+ indirect object)

OTHER VOCABULARY AS NEEDED FOR THE SITUATIONS

GRAMMAR STRUCTURES

REPORTED SPEECH:
- IMPERATIVE ("Wait.") to INFINITIVE ("He said to wait.")
- PRESENT ("We knew.") to PAST ("We said we knew.")
- PRONOUNS ("We can't.") to ("They said they couldn't.")

VERBS OF SAYING AND TELLING

DIRECT, INDIRECT OBJECTS

☞ Two verb change patterns for reported speech are covered here: (1) from present to past; (2) from imperative to infinitive forms. A third pattern--(3) change from yes/no questions to IF clauses--is covered in 701-4, but exemplified under Sample Language, Listening only (above). ***Using SAY, make the simple present-to-past change. After TELL, add an indirect object (Ex. "He told me...."). *** Review 503-1, 503-10 where simple reported speech is introduced.

CLASSROOM NOTES

Course Number 601
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Command-action sequence:
   with "tell" and "ask".

c. Expansion drill: direct speech.

d. Transformation drill: reported speech.

e. Focused listening:
   same or different.
   Ex. 1. He said they should go to lunch.
   2. He said to go to lunch.

f. Situation-response practice.

g. Interview:
   pairs interview each other, report to class.

h. Real-life contact activities:
   1. interviews prepared and conducted in the community.
   2. learners listen and report what clerks say to customers, what telephone recordings say, etc.

Reading and Writing:

a. Substitution, transformation and other grammar drills and exercises.

b. Controlled composition.

Course Number 601
Communication Objective 8

CONFIRMING OR DENYING WHAT WAS SAID

SAMPLE LIFE SITUATIONS

- ** Two witnesses successively give their versions of an accident to the police.
- ** One worker blames another for a problem, and both are called in to speak with the boss.
- ** In a follow-up news release, on TV or in print, opposing candidates for office reply to each others' charges.
- ** Two cooks, one reading from the recipe, work together to prepare a meal or dish.

SAMPLE LANGUAGE

Listening only	Listening and speaking
That's all I remember. It strikes me as correct. I think that's what was said.	That sounds right. That makes sense to me. No, that's not right. He said something else.
	That's correct. That's what he said, or something like it.
	He went, didn't he?
That's not very clear to me. That's not how I remember it.	Now wait a minute. Did he say 53rd Street or 53rd Place?
	How much flour was that? (Was that) two and a half or three and a half cups?
	That's not (at all) what I understood.
Are you trying to say that we needed fresh garlic?	Did you say fresh garlic?

TARGET SENTENCE PATTERNS

It sounds O.K. (1).
No, he didn't say that.
No, I think it was somebody (2) else.
They took care of it, didn't they?
That's not what I heard.
That's (exactly) what he said.
I'm not sure, but I think so.

VOCABULARY

exactly
right
clear
partially
understood
seem
true
truth
false

(1) CONFIRMING/DENYING EXPRESSIONS
sound O.K.
sound right
make sense
be right
be correct
be fine

(2) COMPOUND PRONOUNS
someone
somebody
somewhere
something

GRAMMAR STRUCTURES

PAST TENSE VERBS

NOUN CLAUSES as OBJECTS
(Ex. "That's what he said.")

TAG QUESTIONS with BE, MODALS DO
(Ex. "He was drunk, wasn't he?"
"It could happen again, couldn't it?"
"They saw it happen, didn't they?")

Tag questions are generally used to elicit confirmation of already suspected truths. The intonation used with tag questions can indicate the presuppositions or certainty of the speaker about what is being said. *** A noun clause can function as a subject or an object. For full treatment of clause structures, see 802-10 and 803-11. *** Confirming and denying of messages is a very common use of language, especially spoken.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
listening for details.

c. Substitution-correlation drill:
with tag questions.

d. Situation-structure practice: tag questions.

e. Situation-response practice:
use expressions for confirming/agreeing with or denying/disagreeing with what was said.

f. Games:
  1. "Telephone"--a message is whispered from person to person.
  2. "Lecture clarification"--TS or learner presents a fast lecture covering a lot of material (Ex. traffic signs and what they mean). Pairs try to reconstruct meanings.

g. Role play.

Reading and Writing:

a. Read dialogues, situations.

b. Dialogue construction.

c. Letter writing.

d. Controlled composition.

Course Number 601
Communication Objective 9

ASKING FOR AND GIVING REASONS AND EXCUSES

SAMPLE LIFE SITUATIONS

** A parent calls and/or writes a note to school giving reasons or excuses for his/her child's absence.
** A patient asks for the doctor's reasons for recommending surgery.
** A worker has to explain to the boss why she is late or why the work is not completed.
** Friends or neighbors discuss why someone parks where they do or does something else unusual or unexpected.

SAMPLE LANGUAGE

Listening only

How come you're late again?
You'd better have a good excuse.
Hear me out.

Listening and speaking

Wait a minute./Please.
I have a good excuse.
Let me explain.

The bus broke down on Lawrence.
That's why I'm late.

I was out because my wife had to go to the hospital.
I had to get the kids ready for school.

They couldn't come. They had a flat tire.

That's what made me late.

It won't happen again.

What was I supposed to do?
That was all she told me.

TARGET SENTENCE PATTERNS

Let's me explain.
I'm late (1) because the bus broke down.
That's why I came to Chicago.
That's what made me late.
What was I supposed to do?
I couldn't help (2) it.

VOCABULARY

because
reason
excuse

(1) STATES OR ACTIVITIES
(be) late
(be) (somewhere)

(be) sick

(2) VERBS
help
do about anything
prevent
stop
avoid

VOCABULARY OF CAR, WORK, FAMILY PROBLEMS, AND OTHER CONDITIONS

GRAMMAR STRUCTURES

PAST MODALS: COULD (For CAN)
HAD TO (Past obligation)
PAST TENSE VERBS
NOUN CLAUSES

Learners are expected here to be able to give a two to five sentence explanation (reasons and excuses) for what they or someone they speak for has done, or should have done but did not. Both communicative appropriateness and grammatical accuracy should be the criteria for acceptable performance.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Problem solving:
  picture/problem presentation, and discussion.
- b. Conversation circle:
  on being late; encounters at work; or for other relevant situations.
- c. Short dialogues.
- d. Situation-response practice.
- e. Interview: class visitor.
  1. Ask police officer what people say when stopped for speeding.
  2. Ask school attendance office clerk what excuses are given for absences.
- f. Monologue:
  why you or your family came to Chicago.

Reading and Writing:

- a. Reading passages:
  1. On topics such as immigration, marriage and romance, crime, unusual neighbors. etc.
  2. An excerpt on punctuality and calling in sick from a company's employee manual.

Course Number 601
Communication Objective 9

Course Number 601
Communication Objective 10

ASKING OTHERS TO DO SOMETHING

SAMPLE LIFE SITUATIONS

- ** Tenants ask their landlady or a neighbor to take in a package being delivered while they are at work.
- ** A worker asks a co-worker to bring carry-out food back to work for her.
- ** A worker asks the boss to hold his job for him while he visits his sick parents in their native country.
- ** Parents ask their teenage son to refrain from drinking, playing music loudly, or some other action.

TARGET SENTENCE PATTERNS

Would (1) you (please) get me a pencil?
Would you be able to (to) accept a package?
Could you (please) bring me a hot dog?
Would you mind (not) standing over there?
Can I have those shoes repaired?
I'd like you to smoke in your room.
Would it be possible to come later?

SAMPLE LANGUAGE

Listening only	Listening and speaking
I won't be home today, and I have a package coming. Could you possibly accept it for me?	Could you accept a package for me today? Would you be able to do that?
Could you add something for me? Get me a hamburger with everything.	If you're going, I'll have a fish and a fries, OK? Would you mind getting me a cup of coffee...black...and a grilled cheese?
I wonder if it would be possible for you to hold my job for me until I get back?	Would it be possible to hold my job for me?
	I'd like you to do a tune-up and check on the brakes. Be sure to keep the music down.

VOCABULARY

keep
able
possible

(1) POLITE, REQUESTING MODALS
would could can would like

(2) MODAL EQUIVALENTS/POLITE PHRASES
be able to
be so kind (as) to
be willing to
(it) be possible (to/if)
(it) be alright (to/if)

be able to
be willing to

be kind enough to
(be kind as to)

(it) be possible (to/if)
(it) be alright (to/if)

GRAMMAR STRUCTURES

MODAL QUESTIONS with COULD, WOULD, WILL, CAN

CONDITIONALS (Ex. "I would like you to.... ")

IMPERATIVE

This objective is included to provide a general review for learners' skills in asking to get something done. The situtations should be adopted and expanded in number to provide contexts for meaningful practice. *** Related objectives already covered have been 302-3, 402-7, 502-2, 503-10, and 503-11. Later objectives for language to get things done include 602-8, 602-9, 603-4, 603-5, 603-9, and 701-8. *** Tone of voice is very important in requesting. The TS will have to help learners achieve appropriate speaking skills.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   who asks whom to do what? (in general)

b. Develop individual or class English contact logs, charting recent or anticipated uses of English to ask someone to do something (who, what, when, where, why).

c. Focused listening:
   examples of people asking others to do things (TS reads, or cassette).

d. Situational dialogue.

e. Dialogue construction:
   for learners' situations, from b above.

f. Role play.

Reading and Writing:

a. Dialogue fill-in/cloze.

b. Note writing.

c. Dictation: requests with modals.

Course Number 601
Communication Objective 10

WARNING OTHERS ABOUT POSSIBLE CONSEQUENCES

SAMPLE LIFE SITUATIONS

**After the supervisor has visited the work area, a worker gives a less conscientious co-worker advice to work harder, or else.

**A parent stops a child from turning on the gas, and tells the child of the danger of fire.

**A legal counselor or friend tells a motorist with two moving violations about license revocation and insurance rates.

**A person warns his/her roommate to walk more softly while a cake is being baked in the oven.

SAMPLE LANGUAGE

Listening only

It looks to me like the boss is serious this time.

You never know what he might do.

He could go so far as to fire everyone in the department.

You can never tell what might happen if he blows his top.

There's always a chance that you'll be caught.

You better not let this happen again.

Listening and speaking

Take it easy, or else you'll be sorry.

If he catches you not working, you're in trouble.

I'm warning you.
If I were you, I'd work harder, or else.

You never know. You can never tell.

You might not like what ('ll) happen(s) then.

One more time, and that's it!

He'd better not find out about it, or he'll lose his temper.

TARGET SENTENCE PATTERNS

Don't do that, or something might happen.
If you speed, you may get caught.
If you're caught, you'll be in trouble.
Unless you're careful, you could get hurt.
He'd better (not), or else he will lose his job.
If I were you, I wouldn(n't) do it.
It looks dangerous to me.

VOCABULARY

warn
be careful
chance
watch out
dangerous
consequences

ACTIVITIES AND STATES
(relevant to selected situations)

OTHER VOCABULARY AS NEEDED

GRAMMAR STRUCTURES

IF-CONDITIONAL

MODAL: MIGHT, MAY, COULD

IMPERATIVES

HAD BETTER (fixed expressions) + VERB

LINKING VERB + ADJECTIVE
(Ex. "It looks dangerous.",
"They seem upset.")

Generally, warnings concern actions or states to be avoided. The warner usually has no control over what may happen, but has some interest in the well-being of the other person. *** After teaching 602-7, intentions, review warnings again. *** The IF-clause here takes present tense verbs; the other clause generally takes a modal (will, could, might, may) or present tense BE. The IF-clause with the past form (If I were you"; "If he came at midnight") means not-yet or not-possible, before a warning or advice.

CLASSROOM NOTES

Course Number 601
Communication Objective 11

SUGGESTED STRATEGIES

Listening and speaking:

a. Situation-response practice:
   situations that are dangerous--what should you say to warn someone?

b. Situational dialogue.

c. Focused listening:
   cassette or TS reads examples (see below)

d. Conversation circle:
   situations where people need to be warned.

e. Vocabulary expansion.

f. Dialogue construction.

g. Substitution-correlation drills.

h. Problem-solving:
   imaginary driver has to get somewhere quickly on a map with many one-way streets, dead ends, no left turns, etc.

i. Role play.

j. Game: Consequences.
   From a list of events, learners take turns selecting and linking them into a logical and/or humorous sequence.
   Ex. Learner 1: If X then Y.
   Learner 2: If Y then Z.

Reading and Writing:

a. Focused listening:
   jot down warning phrases heard/read.

b. Reading passages: write reactions, summaries.

INTERMEDIATE ESL

Course Number 602
Communication Objective 1

DESCRIBING POSITIONS, LOCATIONS, DISTANCES

SAMPLE LIFE SITUATIONS

** Learners describe other classrooms or buildings they have studied in.

** Workers discuss a problem of the placement of equipment in a certain space (e.g. trucks in a parking lot).

** A client tells the movers where to put the furniture.

** A realtor describes for prospective renters or buyers the layout of an apartment or house; location of nearby schools, stores; etc.

TARGET SENTENCE PATTERNS

It's (about) 3 blocks down (1).
We live about a mile west of (1) here.
It's (right) under (1) the 'L'.
The bathroom is upstairs and down the hall.
A 45-minute bus ride.
There's a store at the front of the house.

SAMPLE LANGUAGE

Listening only	Listening and speaking
The Center was located on a bus route just this side of Division.	The school was on a busy street. There were a lot of storesaround.
It was an old but well-used business district.	The bus stopped a half a block away.
The windows are no less than 35 feet apart.	It was right under the 'L'. The building was a 5-minute drive/ride from home (by car).
There's a fence that runs around 3 sides of the yard.	There are 3 bedrooms upstairs, a bath on the same floor, and a half-bath next to the kitchen.
Those kids were nowhere to be found.	They have to be somewhere.
Put them up against the fence at the furthest end of the property.	Put them right next to the fence all the way over there/down there. Bring them right here.

VOCABULARY

- street
- intersection
- cross street
- corner
- lot (property)
- center
- side
- fence
- place
- upstairs
- front
- back
- top
- bottom
- feet
- miles
- inches
- yards
- car length(s)
- block(s)
- minute(s)
- ride

(1) PREPOSITIONS, RELATIVE LOCATION

- along
- near
- far (from)
- away
- down (from)
- under
- next to
- west (of)
- east (of)
- north (of)
- south (of)

GRAMMAR STRUCTURES

ADVERB CLAUSES with "WHERE"

PREPOSITIONS/LOCATIONAL PHRASES
(Ex. "to the _____of ...")

☞ Stress the correct use of multiple word locational phrases, and production of sentences with two or more well-formed prepositional phrases in the same sentence.

CLASSROOM NOTES

Course Number 602
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
    map feature identification.

c. Learners draw maps of familiar locations.
    (Option: field trips.)

d. Question-answer drill:
    1. Present to class.
    2. Practice in pairs.

e. Situation-response drill.

f. Dialogue construction.

g. Role play.

h. Problem-solving:
    pairs describe objects, maps, or drawings for particular audiences.

Reading and Writing:

a. Reading passages:
    1. Maps.
    2. Excerpts from art or design books.
    3. Real estate listings.

b. Controlled composition.

c. Write descriptions of objects, buildings in the neighborhood, etc.

Course Number 602
Communication Objective 2

UNDERSTANDING AND DESCRIBING QUANTITIES

SAMPLE LIFE SITUATIONS

- ** A consumer reads or hears advertisements for sales.
- ** A clerk in an order department submits his/her order for materials.
- ** A sports fan reads or hears the statistics related to the performance of a favorite player or team.
- ** A taxpayer asks or reads about the fees charged for preparation of an income tax return.

TARGET SENTENCE PATTERNS

Less than a third (1) full.
More than half empty.
At least six hundred (1 or 2)
There is/are about 20 (2) left.
I need a lot (1, 2, or 3) more/less than that.
Twice/3 times as much/many as this.

SAMPLE LANGUAGE

Listening only

(From TV or radio)
50% or less of the people in this Southeast Asian country do not have enough to eat.
No more than a third.

Do you want me to go any higher?

Could you check and tell me approximately how many 614's we have left?

You're a little low on oil.

Listening and speaking

Less than half full.
Order 25 dozen.
250-¼"-ers (quarter inchers).
A third.
At least 500 people.

It's about 2 ounces over.
That'll be enough/fine.

There are about 200 cases left in supplies.
I need a lot more than that.

That's twice as much as I thought.

We're all out of orange juice.

Reading and writing

Savings between 30 and 50%.
Up to one third off.

VOCABULARY

full
empty
twice
at least
exactly
limit
percent

minimum
maximum
allowable
capacity
left (=remaining)
over (=too much)
low (=not enough)
about(=approximately)
up to(=as much as)

(1) NUMBERS: COMMON FRACTIONS

a third
one third
a half

a quarter
a fourth
three quarters
three fourths

(2) NUMBERS: WHOLE NUMBERS

(3) QUANTITY EXPRESSIONS

a lot
a great deal

a little
a bit

GRAMMAR STRUCTURES

COMPARATIVES OF INEQUALITY: LESS, MORE THAN, X TIMES AS MUCH AS, NOT AS MUCH AS, etc.

SUPERLATIVES: THE MOST + ADJECTIVE OR NOUN

EXPRESSIONS OF QUANTITY (See Vocabulary)

REDUCED CLAUSES

THERE IS/THERE ARE

The Training Specialist or students may wish to bring in examples of confusing or novel quantity expressions from advertisements or elsewhere. *** If students still say "15" and "50" alike, review the differences in sound, but also teach that in case of difficulty they can say "15. You know, one-five."

*** Although "There are" + plural is more formally grammatical, in spoken English "There is" or "There's" is very common. Ex: "There's only seven left."

CLASSROOM NOTES

Course Number 602

Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   present and discuss picture(s) and/or realia.

b. Interview:
   pair activity--gather and compare date on students in class, ex. number of children they have.

c. Situational dialogue.

d. Guessing game:
   estimating quantities from a picture or from something remembered.

e. Situation-response practice.

f. Role play.

Reading and Writing:

a. Reading passages:
   ads in the newspaper, charts, magazines, etc.

b. Learners make charts and graphs for information they have about the class, school, or community.

STATING A LOGICAL CONCLUSION

SAMPLE LIFE SITUATIONS

- ** A job applicant meets in person the personnel representative she/he has already spoken to on the phone.
- ** Friends determine which of the people at the party the previous night left behind his/her scarf and gloves.
- ** A supervisor asks a worker about a co-worker's whereabouts. The co-worker had been complaining of stomach pains earlier that day.
- ** Two learners completing a matching activity arrive at the answers through logical use of partly understood facts.

TARGET SENTENCE PATTERNS

It must be that.
He must have punched in (1) late.
It couldn't be/have been like that.
They probably (2) were there later.
I bet (3) that the boss got angry then.
So (4) it wasn't like I thought.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Ms. Chan, I presume. (formal)	You must be Mr. Parsky.
I figure this is probably Rodolfo's.	Jerzy didn't have a scarf. He never wears one. Nick had a blue one. So, this must be Milan's.
	He was complaining this morning. He must have left.
	He probably forgot to tell you. I bet he was in terrible pain.
(When doing a word puzzle) How'd you come up with that? This is really a hard puzzle!	"The most common bird in Chicago?" It's got to be "pigeon." That's the only word left that is a bird.

VOCABULARY

certain
sure
positive
a hundred percent
absolutely

(1) VERBS OF ACTIVITIES OR STATES (in participle form)
punched in
come
arrived
left
forgotten
done (something)

(2) ADVERBS OF STRONG LIKELIHOOD
probably
most likely

(3) VERBS OF STRONG LIKELIHOOD
bet
figure
be sure
can only think
have to say

(4) CONCLUDERS
so
therefore
so that means

GRAMMAR STRUCTURES

MODALS: MUST, MUST HAVE

HAVE GOT TO + VERB

SO, THEREFORE, AS A RESULT, etc.

This objective continues from 503-5, Making Negative and Positive Assumptions, in helping learners talk about actions and events not immediately present or not directly known, that is, speculating, which is a useful language skill.

CLASSROOM NOTES

Course Number 602
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   facts and conclusions.

b. Situational dialogue.

c. Transformation drill.
   Ex. A: They left already.
       B: They must have left.

d. Situation-structure practice.

e. Situation-response practice.

f. Discussing logic puzzles.

g. Role play.

Reading and Writing:

a. Focused reading:
   read and select the right, "logical" conclusion.

b. Writing notes.

c. Reading logic exercises and puzzles.

INTERMEDIATE ESL

Course Number 602
Communication Objective 4

EXPRESSING CERTAINTY OR UNCERTAINTY

SAMPLE LIFE SITUATIONS

- ** A worker reports information, as requested, to the supervisor. The supervisor seeks assurance that the information is correct.
- ** Clients in a social service agency office check on complicated information they have been told.
- ** A lottery player hears or sees the winning numbers announced quickly on TV or the radio. The player thinks s/he has a winning number.
- ** A customer in a post office gives the approximate value of a parcel being sent and insured.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Now is that just how you remember it?	Are you sure (about that)? Yes, just like I said. I'm pretty sure. Positively.
Do you get it?	I'm not sure I (really) understood. Are you saying you can't?
How sure are you about that?	I believe (that) he already did. I suppose so.
Hold it. Can you run that by me again?	I wonder if that's what really happened.
	It has to be. I'm positive.
	I think I won. It sounded like my number.
	It's worth about $40, I guess. I received/got it as a gift.

TARGET SENTENCE PATTERNS

Are you sure (1) about that?
Well, yes. I'm (fairly (2) sure (1).
Impossible (3).
I think (4) that's right.
I believe (4) so.
We wonder if that's really true.
I doubt it.

VOCABULARY

insist
You'd better believe it.(idiom)
true

(1) ADJECTIVES: POSITIVE CERTAINTY

certain
sure
positive
clear

(2) ADVERBS OF DEGREE OF CERTAINTY

positively
absolutely
100%
really
pretty
fairly
50%
almost
not so
not really

(3) ADJECTIVES/EXPRESSIONS OF NEGATIVE CERTAINTY

impossible
not on your life
no way
no chance

(4) VERBS OF MENTAL ACTIVITY

think
guess
believe
imagine
suppose
know

GRAMMAR STRUCTURES

VERBS OF MENTAL ACTIVITY: THINK, SUPPOSE, BELIEVE, BE (+ SURE), etc. (before NOUN CLAUSE COMPLEMENTS)
(Ex. "We're sure that no one was here.")

SO (replacive)
(Ex. "I think so.")

The following list displays expressions in English for different degrees of certainty.

STRONG CERTAINTY:	I'm sure/certain (that...).
	There is no doubt (that...).
INTERMEDIATE:	I think/suppose (so/that...).
	I believe (so/that...).
	I'm not sure (if/that...).
	I wonder (if.../about that).
WEAK CERTAINTY:	He may/might quit.
	Perhaps./Maybe./Could be.
NEGATIVE CERTAINTY:	I don't believe (it/that...).
	I don't think (so/that...).

CLASSROOM NOTES

Course Number 602
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Interview:
Training Specialist asks learners questions they are likely to be sure or unsure of the answers to.
Ex. "Are you married?" ("Are you sure?")
"How many days in your life have you studied English?"

b. Conversation circle:
Expressions for expressing certainty and uncertainty in English.

c. Situation-response practice.

d. Focused listening:
Present more examples of certainty/uncertainty.

e. Substitution-correlation drill.

f. Transformation drill.

g. Problem-solving:
In pairs, learner A describes a logic or number puzzle orally to learner B (from a teacher-supplied worksheet). A and B both check to see that B understands and can answer. Then B describes the next problem for A.

h. Real-life contact activities:
Learners in pairs interview several English speakers in a public place on a question of public concern or interest. One must write down the answers.
Ex. (On the State Street Mall) "When do you remember the mall opening? How often do you come here to shop? What was the date of your last visit?.... Thank you."

Course Number 602
Communication Objective 5

APPROVING AND OBJECTING

SAMPLE LIFE SITUATIONS

** Friends suggest various means or routes home at night until they agree on a common and safe way.

** A supervisor approves a worker's vacation schedule request.

** A couple shopping for a new piece of furniture (bed, sofa, dining set, etc.) discuss the features or values of the alternatives.

** On topics of current interest, learners discuss their own views and those written in newspaper opinion or editorial sections.

TARGET SENTENCE PATTERNS

Your work (1) is (just) fine (2).
I (don't) agree (with that) (3).
That's a terrible (2) idea (1).
There's (some kind of) a mistake.
Just/Wait a minute/second.
I think (4) it's not the best choice.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	That's just fine (with me). It looks O.K. to me.
Let's go/run with it.	Go ahead (with it). I agree. So do I.
Rosa told me that you were the one who (said)...	Hold on. Wait a minute. Just a second. Just you wait a minute there, you.
Hold your horses!	I think there's been a mistake here. That's not true. I don't agree with that (at all).
I'd just like to say that I think that...	I think it's not quite right. It's not like what you're saying. If we do that, we're going to have trouble when they come.

VOCABULARY

turn out
work out
happen
end up like/as
mistake
problem
mix-up
misunderstanding

(1) NOUNS: ACTIVITIES AND STATES
(being approved or objected to)

(2) ADJECTIVES OF APPROVAL/OBJECTION
fine
great
well-done
terrible
not good
awful

(3) VERB PHRASES OF CONCURRENCE/OBJECTION
agree (with that)
think (so)
be (for something)
prefer
disagree
be against
be opposed
really like

(4) "SOFTENERS"
(to disagree with superiors)
I think...
I'm afraid...
If you ask me,...
That's O.K., but...
As I see it,...
Wouldn't you say that...

GRAMMAR STRUCTURES

REDUCED CLAUSES: BE + ADJECTIVE, PARTICIPLE, or GERUND
(Ex. "I saw something (that was) different.")

"I THINK" as a SOFTENING PHRASE

PRESENT PERFECT

NOUN CLAUSES WITH WHAT/THAT/WHERE

☞ Learners should understand when their behavior is being commented on by English speakers. This objective as well as 602-7, 603-9, 603-10, and others, address this need. Point out that the form of approval or objection used depends on the status relationship of the speaker and learner. For example, supervisors have more leeway in objecting to subordinates' suggestions or requests than vice versa.

CLASSROOM NOTES

Course Number 602
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   different examples of objections or approvals. (Possible source: TV soap operas.)

b. Situational dialogue.

c. Repetition and Substitution drills.

d. Situation-response practice.

e. Conversation-circle:
   1. Things you are asked to approve (or not).
   2. Things you have objected to other people saying or doing.

f. Role play.

g. Real-life contact activities:
   attend a public community meeting with alderman or other official; write down how people object or approve each other' ideas.

Reading and Writing:

a. Reading passages:
   examples with objections and approvals.

Course Number 602
Communication Objective 6

DESCRIBING RELATED ACTIONS OR EVENTS (Past)

SAMPLE LIFE SITUATIONS

** A former refugee, interviewed by a newspaper reporter, decribes his experiences before and after coming to the USA.
** A truck driver, after a long day on the road, tells about what happened, to a sympathetic waitress in a coffee shop.
** A utilities customer receives a warning about service disconnection. She inquires as to whether the money order she sent two days before has been credited to her account yet.
** A person tells his/her "life story" for the first time to a special friend of several months.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Couldn't you have tried to catch him? He wouldn't have gotten away so easily if you had at least shouted.	A: Did you catch your train? B: No, it had already left when I got there. A: Didn't you run to catch it? B: Yes, but I was too late.
	The mailman came before I got home.
It was in October, before I had the baby, that I was working at the place I described to you yesterday.	When I worked with the day labor service, I would get up at 4:30 every morning.
	They had been trying to get a visa to come to the States for months when they finally heard the good news.

TARGET SENTENCE PATTERNS

By the time (1) I got there, they had already left (2).
I had never seen anything like it before.
He was just about to turn it off, when sparks started flying everywhere.

VOCABULARY

previously	about to
thinking about	going to
	in the middle of

(1) CLAUSE INTRODUCERS: TIME

before	by the time
when	during the time
while	until

(2) VERBS/PREDICATES
(related to learners' experiences and/or imaginations)

GRAMMAR STRUCTURES

PAST PERFECT TENSE (and PAST PERFECT CONTINUOUS)

ADVERB "JUST"

ADVERBIAL CLAUSES with WHEN, BEFORE, AFTER, WHILE, DURING, etc.

PAST CONTINUOUS TENSE

☞ Although earlier objectives (especially 502-9) have addressed the concurrence of actions or events in the past, the review intended in this objective is a needed one. Most conversations are, after all, in the past tenses. *** Refer to 802-9 for a systematic description of past tenses. *** Additional situations should be selected with class members in mind.

CLASSROOM NOTES

Course Number 602
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Command-action sequence.
b. Question-answer drill.
c. Past tense verb review.
d. Vocabulary drill:
    picture, situation presentation.
e. Situational dialogue.
f. Small groups describe pictures; present them to class.
g. Sentence combining.
h. Situational practice.
i. Role play.

Reading and Writing:

a. Written grammar exercises.
b. Reading passages.

INTERMEDIATE ESL

Course Number 602
Communication Objective 7

ASKING ABOUT AND DECLARING INTENTIONS

SAMPLE LIFE SITUATIONS

- ** A worker who has begun coming to work a half hour early is questioned by the boss as to the reason why.
- ** After receiving a new hat from his girlfriend, a man explains why he said, in a sarcastic voice, "That's just what I don't need."
- ** Two workers discuss their plans for the day's work.
- ** A host excuses him/herself from a conversation with guests in order to complete preparation of the evening meal.

TARGET SENTENCE PATTERNS

Why did you say that?
What do you mean (by that)?
It's because she didn't know.
I wonder if (1) she didn't know.
What I mean is I can't today.
I (only) wanted (2) to ask about it.
Let me explain.
I thought (2) (that) I would clean it up myself.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What are you really trying to say?	What do you mean by that? Do you mean..? What do you have in mind?
Do you mean by that that you would not consider it?	I only meant that it was not my favorite. I didn't mean I wouldn't wear it.
	What I wanted to say was...
What (he said) he had in mind was something like a party.	
	If I said that, I didn't mean to.
I keep wondering why someone would do that.	Why do you think she said that?
Do you intend to go there?	Are you thinking of leaving the company? That's because I want to read a little before work.

VOCABULARY

intend	wish	reason
plan	prefer	explain

(1) VERBS OF MENTAL ACTIVITY: SELECTED

guess	suppose	wonder (if)
think	imagine	doubt (if)
be sure	mean	

(2) VERBS OF INTENTION (present and past)

want/wanted
mean/meant
would like/would have liked
have in mind/had in mind
be trying/was-were trying

GRAMMAR STRUCTURES

IF-CLAUSES

NOUN CLAUSES as SUBJECTS
(Ex. "What I wanted to say was...")

"ONLY" as a QUALIFYING ADVERB (BEFORE VERBS)

Intention refers to (1) those messages or actions already given or done, and (2) those not yet given or done. For (1), speakers sometimes have to restate or interpret what has already been said. (Ex. "What I meant was....) For (2), one must discuss possibilities of actions that speaker intends for the future. (Ex. "We will do it if we have time.") *** Review Warning Others, 601-11.

CLASSROOM NOTES

Course Number 602
Communication Objective 7

SUGGESTED STRATEGIES

Listening and speaking:

a. Situational dialogue.

b. Conversation circle:
misunderstandings and corrections.

c. Discussion of equivalent expressions for declaring intentions.

d. Expansion drill.

e. Situation-response practice.

f. Role play/game:
Two sets of cards are prepared: one with actions, the other with statements of intentions. Pairs of learners draw one card from each set, and construct a dialogue or skit for the information given. The skits are then performed for the class.

Reading and writing:

a. Reading passages:
stories of "accidental" inventions or discoveries are especially appropriate.

REMINDING SOMEONE OF SOMETHING

SAMPLE LIFE SITUATIONS

- ** A worker reminds the boss about an uncorrected error in his/her paycheck that they have already discussed.
- ** Parents read a note from school reminding them of the clothes that are required for gym class.
- ** Learners remind each other, and the Training Specialist, that the next Monday (or other day) will be a holiday.
- ** A friend who has lent money reminds the other person about the loan.

TARGET SENTENCE PATTERNS

Don't forget to come in tonight.
I hope you don't forget (about) your promise .
I wanted(ed) to remind you about overtime tomorrow.
What about my money?
When will you take care of it?
Do/Did you remember to ask Payroll about my check?

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Did you take care of my paycheck yet? (Do you) Remember my paycheck?
I wanted to remind you about our staying late tomorrow.	I want to remind you about the money you owe me. I wanted to remind you to pay me.
	Don't forget your appointment. Don't worry. I won't.
	Have you done it yet? No, I haven't. But I'll get to it this afternoon.

Reading only

Last reminder.
Final notice.
The required clothes for physical education classes are: FOR BOYS: white T-shirt, dark blue pants, tennis or gym shoes; FOR GIRLS (etc.)

VOCABULARY

promise
forget
take care of
remind
remember
about (= concerning)

VOCABULARY FOR WORK SETTINGS

paycheck
error
deduction
insurance
correct(ed)
fix(ed) up
adjust(ment)
overtime
contract
union
pay (n.)
backpay

VOCABULARY FOR A LOAN BETWEEN FRIENDS

borrow(ed)
loan(ed)
lend (lent)
agree(d)
pay back
over (=more than)

GRAMMAR STRUCTURES

REMEMBER + DIRECT OBJECT (Ex. "your hat")

REMEMBER TO DO SOMETHING

REMIND SOMEONE ABOUT SOMETHING

REMIND SOMEONE TO DO SOMETHING (Ex. "pay")

YET with SIMPLE PAST or PRESENT PERFECT

Before teaching this objective, review 503-3.*** There is a limited variety of structures used with "remember" and "remind." Many of these are common. Less common structures are:

"Remind X about doing something."
"Remember me to Y."

These may be taught for comprehension only. *** Learner-learner communication is important in the accomplishment of this objective. *** The verb FORGET uses the same Grammar Structures as REMEMBER.

CLASSROOM NOTES

Course Number 602
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   listening to dialogues: what are they reminding each other about?
b. Command-action sequence:
   leave the house and then remember to do or bring something; finally, arrive at destination where you are reminded about something more important.
c. Question-answer drill.
d. Situation-response practice.
e. Conversation circle.
f. Role play.
g. Real-life contact activites:
   ask someone to remind you to do something, or offer to remind someone to do something.

Reading and Writing:

a. Write short reminder notes.
b. Read actual payment due notices.

Course Number 602
Communication Objective 9

PERSUADING SOMEONE TO DO SOMETHING

SAMPLE LIFE SITUATIONS

- ** Tenants ask their seldom helpful landlord to make needed repairs.
- ** A worker requests extra time off (without pay) for family vacation or personal business.
- ** A customer tries to persuade a store manager to give him a cash refund, etc.
- ** A spouse tries to convince his/her partner to leave a party or social event; only one of them is having a good time.

TARGET SENTENCE PATTERNS

How can I convince (1) you?
Can't/Couldn't you (just) do (2) it?
Why don't you/we (just) try (2) it?
You might even learn something.
How about tomorrow, (if not today)?
You never know (what will/might happen).
It's worth a try, you know.
I see what you mean, but if.....
That's true, but if you....

SAMPLE LANGUAGE

Listening only	Listening and speaking
	We have a problem. One of the windows is broken.
	You know that it's dangerous. I wouldn't want any accidents.
	We always pay our rent. It really is important. I don't think it's legal. Can't you just take care of it and be done with it?
What can I do to convince you? This is one of the most important jobs you'll ever take on. How can you possibly refuse?	Do yourself a favor. What have you got to lose? Come on. Give it a try. Couldn't you do it, just this once?
	It could be a lot of fun. You might even learn something really valuable.

VOCABULARY

be done with
favor
reason
argument

(1) VERBS OF PERSUASION
(object after verb unless otherwise shown)

persuade
convince
make (someone) understand
talk (someone) into (something)
make (someone) see

(2) ACTION VERBS
(object after verb, unless otherwise shown)

try
do
taste
give (it) a try
have (it) done/repaired/etc.
take care of
see to
work on

GRAMMAR STRUCTURES

REMEMBER + DIRECT OBJECT (Ex. "your hat")

REMEMBER TO DO SOMETHING

REMIND SOMEONE ABOUT SOMETHING

REMIND SOMEONE TO DO SOMETHING (Ex. "pay")

YET with SIMPLE PAST or PRESENT PERFECT

☞ Before teaching this objective, review 503-3.*** There is a limited variety of structures used with "remember" and "remind." Many of these are common. Less common structures are:
"Remind X about doing something."
"Remember me to Y."
These may be taught for comprehension only. *** Learner-learner communication is important in the accomplishment of this objective. *** The verb FORGET uses the same Grammar Structures as REMEMBER.

CLASSROOM NOTES

Course Number 602
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   listening to dialogues: what are they reminding each other about?

b. Command-action sequence:
   leave the house and then remember to do or bring something; finally, arrive at destination where you are reminded about something more important.

c. Question-answer drill.

d. Situation-response practice.

e. Conversation circle.

f. Role play.

g. Real-life contact activites:
   ask someone to remind you to do something, or offer to remind someone to do something.

Reading and Writing:

a. Write short reminder notes.

b. Read actual payment due notices.

INTERMEDIATE ESL

Course Number 602
Communication Objective 9

PERSUADING SOMEONE TO DO SOMETHING

SAMPLE LIFE SITUATIONS

** Tenants ask their seldom helpful landlord to make needed repairs.
** A worker requests extra time off (without pay) for family vacation or personal business.
** A customer tries to persuade a store manager to give him a cash refund, etc.
** A spouse tries to convince his/her partner to leave a party or social event; only one of them is having a good time.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	We have a problem. One of the windows is broken.
	You know that it's dangerous. I wouldn't want any accidents.
	We always pay our rent. It really is important. I don't think it's legal. Can't you just take care of it and be done with it?
What can I do to convince you? This is one of the most important jobs you'll ever take on. How can you possibly refuse?	Do yourself a favor. What have you got to lose? Come on. Give it a try. Couldn't you do it, just this once?
	It could be a lot of fun. You might even learn something really valuable.

TARGET SENTENCE PATTERNS

How can I convince (1) you?
Can't/Couldn't you (just) do (2) it?
Why don't you/we (just) try (2) it?
You might even learn something.
How about tomorrow, (if not today)?
You never know (what will/might happen).
It's worth a try, you know.
I see what you mean, but if.....
That's true, but if you....

VOCABULARY

be done with
favor
reason
argument

(1) VERBS OF PERSUASION
(object after verb unless otherwise shown)

persuade
convince
make (someone) understand
talk (someone) into (something)
make (someone) see

(2) ACTION VERBS
(object after verb, unless otherwise shown)

try
do
taste
give (it) a try
have (it) done/repaired/etc.
take care of
see to
work on

GRAMMAR STRUCTURES

INTENSIFIERS: SO, REALLY, VERY

CONDITIONAL MODALS: WOULD, COULD, MIGHT (formal)

NEED, WANT, WOULD LIKE, HAVE TO + VERB

GERUNDS (VERB + ING) as NOUN PHRASES
(Ex. "Working on it is easy.")

CAUSATIVE "HAVE" + OBJECT + PRATICIPLE
(Ex. "They had it repaired."

One difference between persuading and asking (see 601-10) is in how people being asked perceive the request: is it part of their normal role? How willing are they to do it? How will it affect them? Thus, to request time off, workers need a good reason(s), and often an argument that work flow will not be interrupted. ***Intonation can be very important in successful persuasion. ***Persuasion often involves conceding the other's point, but then commenting further. (Ex. "That's true, but it....")

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
    1. Examples of successful and unsuccessful persuasion.
    2. How willing is he/she?

b. Situational dialogue.

c. Conversation circle:
talking people into doing things.

d. Develop individual or class English contact logs, charting recent or expected uses of English for persuading others to do something.

e. Problem-solving/dialogue construction: case studies or situations, and how to use persuasion in English in those circumstances. Pairs and/or groups.

f. Role play.

Reading and Writing:

a. Expansion drills:
use "so," "really," "very."

b. Controlled composition: notes.

Course Number 602
Communication Objective 9

INTERMEDIATE ESL

Course Number 602
Communication Objective 10

PROMISING TO DO SOMETHING

SAMPLE LIFE SITUATIONS

- ** The union agrees to look into a problem an employee has had with getting back pay.
- ** Learners promise to provide certain refreshments for a jointly planned class party.
- ** Neighbors agree to purchase seeds and fertilizer in common for a neighborhood or backyard garden.
- ** Police promise to frequently patrol the alley and street on a block where suspicious characters have been seen repeatedly.

TARGET SENTENCE PATTERNS

No problem.
I'll take care of (1) it today.
When can you do it?
I will as soon as I finish this other assignment.
I'll write you a check today.
I'd be glad to do it.
I can do it by next week.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	No problem. Glad to do so.
When are you going to get around to that inventory?	I'll do it as soon as I find the time.
	It's at the top of my list.
	As soon as I finish.
We'll see that the area is patrolled.	Alright. We'll take care of it, ma'am sir.
I'll be sure to see that it gets done. I'll see to it.	I'll be sure to do it. Will you be able to do it? When can you do it by?
	OK, I'll get the peat moss. I'll stop by Woolworth's and buy the seeds and tomato plants.
	I said I would, and I will.

VOCABULARY

promise	today
complete	tomorrow
	right away

(1) VERBS: PROMISING (SOMETHING)

take care of	do
see to	be sure to do
get to	finish
	start

GRAMMAR STRUCTURES

FUTURE with "WILL"

ADVERBIAL CLAUSES with WHEN, AS SOON AS, BEFORE, BY THE TIME, etc.

This objective may be taught in conjunction with 602-8, Reminding Someone of Something, and 602-9, Persuading Someone to Do Something. ***Discuss with the class any differences in meaning between sentences with adverbial clauses at the beginning and those with clauses at the end of the sentence. Ex. "When you get here, we'll leave." vs. "We'll leave when you get here."

CLASSROOM NOTES

Course Number 602
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Presentation of a situation or scene with drawings, pictures, or rods, followed by comprehension questions and learner input into the features of the scene.

b. Conversation circle:
What would you say in this case?

c. Situational dialogue:
listening to cassette (or TS), then practicing speaking.

d. Situation-response practice.

e. Dialogue construction: in pairs.

f. Role play.

g. Real-life contact activities:
class visitors are interviewed about promises they have made, kept, and broken.

Reading and Writing:

a. Reading passages: contracts.

INITIATING TOPICS OF CONVERSATION

SAMPLE LIFE SITUATIONS

** Friends discuss various personal and general topics (such as family, health, neighbors, work) in a casual conversation at a store.
** A prospective tenant calls a landlord or realtor for information and a visit to an apartment.
** After greeting the supervisor, workers try to find out about the possibilities of overtime the following week.
** After a month long absence, a learner return to class and inquires about work he has missed.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I wanted to ask you about Vong.
	I'm calling about the three bedroom apartment on Leland.
	Have you heard from Milovic?
	By the way, how's your mother? I heard she was sick.
What I'd like to discuss with you is your performance.	Mr. Stevens, can I talk with you? I have a problem about work.
	Speaking of apartments, did I tell you we moved?
When you mention Brach's, that makes me think about Wagner, the foreman we used to have.	I just thought of something. You know that store down the street?
Could you tell me if you are willing to work?	We were wondering about next week. Will there be overtime?

TARGET SENTENCE PATTERNS

I wanted(ed) to ask you about something.
By the way, how's your family?
How have they been (doing) lately?
Yes, I'm calling about the apartment(1).
I need some information about classes(1).
We were/I was wondering about work(1,2).
Have you heard from Marisa(2)?
Did I tell you about it?

VOCABULARY

about (concerning)
lately
recently

(1) NAMES OF SERVICES OR ACTIVITIES

classes
(an) apartment
car repair
work
overtime

(2) PEOPLE'S NAMES OR TITLES

Ex. the boss
the doctor
(your) family
a friend
(your) landlord
(your) landlady

GRAMMAR STRUCTURES

PRESENT PERFECT:
(Ex. "It's been a long time.")

PRESENT PERFECT CONTINUOUS
(Ex. "We've been working really hard lately.")

Conversation has rules: speakers and listeners turns. This objective concerns how people introduce or changes topics of conversation in English. Initially, topics are nominated after getting attention, greeting, and asking permission to speak. These steps are shortened if speakers are well-acquainted, or in service situations. *** Review 601-1, Getting Someone's Attention, if necessary. Refer to 801-1 and 802-1 for expansion. *** Intonation is an important signal for initiating new topics: teach it for listening first.

CLASSROOM NOTES

Course Number 603
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   What's new?: How to answer, and how English speakers answer this question.

b. Focused listening:
   Note topics and topic changes in tape recorded, TV drama or talk show conversations.

c. Situational dialogue.

d. Situation-response practice:
   Select from list of topic openers.
   (Ex. Use cue cards to suggest actual topics.)

e. Role play.

f. Simulation: at an American party.

g. Real-life contact activities:
   In pairs, learners have conversations with a group of class visitor.

Reading and Writing:

a. Language experience story.

b. List of possible topic openers.

c. Learners write about conversations they have had.

Course Number 603
Communication Objective 2

DESCRIBING ONGOING ACTIVITIES

SAMPLE LIFE SITUATIONS

- ** An immigrant describes to friends how long she/he has been working in the USA.
- ** A doctor gives a report to a patient's family about his condition after an accident.
- ** A sportcaster describes a game or race in progress.
- ** Workers discuss the frequency of supervision on the job over the past month, after the boss looks in for the third time this morning.

TARGET SENTENCE PATTERNS

She's been working there for a year.

They don't live here anymore.

He's still taking the medicine.

They keep trying to make trouble.

It has been like that since last month.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How long has this been going on?	He's been seeing her for six months.
	It took me five months to learn enough English to get a good job.
	He still hasn't met her parents.
	Is she still breathing heavily?
Have you noticed any major changes?	No, it's the same (as it was). It's been the same since the beginning.
This game is now 3½ hours old and the hours are beginning to take their toll on even most seasoned players.	The game started at 11 and they're still at it.
	They keep coming by to check on our work.

VOCABULARY

start
begin
come
finish
end
stop
continue
keep
still

VOCABULARY FOR IMMIGRANT WORKER SITUATION

arrive
first (+verb)
first (+noun)
hope (n or v)
plan (n or v)
take (time)
at first
learn
enough
apply
work out
conditions
relatives
support (v)

VOCABULARY FOR ILLNESS SITUATION

take (somewhere)
hospital
emergency room
ambulance
operation
medication
pain
breathe
pills
examine
test(s)
specialist
surgery
accident
observation
determine

GRAMMAR STRUCTURES

PRESENT PERFECT CONTINUOUS: HAVE BEEN + VERB-ING

ADVERBS and PREPOSITIONS with PRESENT PERFECT:
SINCE, FOR, FROM, STILL, NOT ANYMORE

KEEP (ON) + VERB-ING
(Ex. "Keep (on) trying.")

This is part of a cluster of objectives dealing with language for describing past events and activities in spoken (or written) English. Learners should be able to narrate events in their own lives with accurate English. The other objectives in this "cluster" include: 601-7, 601-8, 602-3, 602-6, and 603-6.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
comprehension questions.

c. Free discussion:
personal goals, past and present.

d. Substitution-correlation drill:
Ex. TS: They've been working here for six months.
May.
L: They've been working here since May.
TS: 1979 to now.

e. Situation-response practice.

f. Role play.

Reading and Writing:

a. Reading passages.

b. Write personal letters.

c. Controlled composition.

Course Number 603
Communication Objective 2

DESCRIBING CONDITIONS FOR ACTIONS OR EVENTS

SAMPLE LIFE SITUATIONS

- ** With a picnic planned for the weekend, family members discuss the possibility of sunny or rainy weather.
- ** Two workers discuss employment security after the supervisor has announced the possibility of lay-offs in 2 months.
- ** Learners and their instructor discuss consumer education topics, such as return of damaged or spoiled merchandise.
- ** A parent speaks with a student who is not getting good grades.

TARGET SENTENCE PATTERNS

What if it's dark by then?
That depends on how you handle it.
If you are careful, it'll work out.
I can do it, whether I get help or not.
We couldn't do it because we didn't have enough supplies.
If we did, what would happen?
Then, you would be in trouble.

SAMPLE LANGUAGE

Listening only

If you had come earlier, you would have seen something great.

Suppose you want(ed) to return it. What would you do?

Depending on sales, we may or may not have more layoffs in this department.

Listening and speaking

If I can, I will come.
If I did, what could happen?

What if (you find) you can't get it done on time?

It'll probably be raining on Sunday, if this weather keeps up.

Without a car, it'll take me half a day just to get there.

That depends on whether or not we get any help.

There's no way that you will get a "C" if you don't study.

VOCABULARY

definitely
possibly
possibility
probably

depend (on) (+ condition)
suppose
imagine

VOCABULARY FOR RETURNING MERCHANDISE

receipt
exchange
return
refund
credit
manager

spoiled
sour
ripped
torn
seam
cuff
sleeve
zipper

break down
sparks
smoke
broken
cracked
break off
fall off
come off

GRAMMAR STRUCTURES

IF/CONDITIONAL SENTENCES:
PRESENT REAL (Ex. "If you're sick, stay home.")
FUTURE POSSIBLE (Ex. "If they come, we'll have fun.")
PRESENT UNREAL (Ex. "If you saw it, you'd laugh.")

CONJUNCTIONS (Includers) for INTRODUCING CLAUSES:
IF, SINCE, BECAUSE, ALTHOUGH, WHETHER OR NOT, IN CASE

MODALS: COULD, SHOULD, WOULD, MIGHT, MAY

The past unreal conditional (Ex. "If you had come earlier, we would have finished by now.") will be taught in objective 703-4. The TS should introduce this conditional for listening only here, unless some learners in class need to be able to use it sooner. *** To teach this objective well, a good deal of situational practice must be conducted in class. Other possible situations for role play or other activities include: compatriots discuss the future of their country; a veteran worker explains the quirks of operating a machine to a newly assigned co-worker; a clergyman sermonizes on the conditions for leading a good life.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
Learners listen to sentences describing conditions and actions. They decide whether the person doing the action should continue or not.
Ex. 1. If he tries, he'll get it.
(Should he try?)
2. If he worries about it, he'll get sick.
(Should he worry about it?)
3. If he stops, he'll be sorry.
etc.

b. Situation-response practice.

c. Expansion drills.

d. Sentence combining:
Pair practice, with "if/whether/because" and/or other includers.

e. Role play.

Reading and Writing:

a. Reading passages.

b. Controlled composition.

c. Written grammar exercises:
especially sentence combining.

MAKING INDIRECT REQUESTS (For Action)

SAMPLE LIFE SITUATIONS

- ** A customer in a store looks in her pockets and purse for a pen to write a check; the clerk lends her one.
- ** Two workers temporarily sharing the same tools indicate to each other when they need a particular item.
- ** A guest at a party or dinner comments on how good the food is, and then is offered more.
- ** Customers waiting in line see someone go in front of them without waiting his/her turn.

TARGET SENTENCE PATTERNS

Where is the salt?
I (just) had it here a minute (1) ago.
I need (2) (to see) the report.
Here it is.
Here you are/go.
Do you have a pen?
It looks (3 A) good.
I see (3 B) there is cake.
That is good.

SAMPLE LANGUAGE

Listening only	Listening and speaking
That pen must have gotten up and walked away. It couldn't have disappeared.	Now, where did I put that pen? I had it there a minute ago. I can't find my pen.
Did you see where I put the Phillips?	A: Where's my Phillips (screwdriver)? B: Here it is/Here you go.
	That's mine, isn't it?
That's the best ham I've ever tasted.	A: That was a very good dinner. B: Oh, do you want some more?
	The line is over there.
Will it take long to get served?	Do you still have the scissors? It's cold in here. I don't have any change. I see there's coffee. I could use a good cup of coffee. Shouldn't we close the door? Will I have to wait long?

VOCABULARY

find
borrow
lend

(1) SHORT TIME PERIODS
a minute
a few seconds
an hour
five minutes
two minutes

(2) VERBS OF WANTING
need
want
would like
could use (+ object)

(3) VERBS OF PERCEPTION
A. look
smell
taste
sound
B. see
hear

GRAMMAR STRUCTURES

YES/NO QUESTIONS

ADVERB "JUST"

SOME/ANY

COUNT/NON-COUNT NOUNS

TAG QUESTIONS

☞ Direct request usually take the form of question, ("Would you," "Could you," etc.) or statements like "I want you to..." Refer to 502-2, 503-10, 601-10, and 602-9 for other Intermediate level objectives on getting people to do things. ***Indirect requests can take many forms: statements of need (Ex. "I need a pen."), compliments (Ex. "The coffee smells good."), information questions (Ex. "Where's my pen?"), etc. ***(This note is continued in 603-5, Making Indirect Requests (for Information).

CLASSROOM NOTES

Course Number 603

Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
   Indirect requests and rejoinders.

c. Situation-structure practice.

d. Substitution-correlation drill.
   1. With tag questions.
   2. With count/non-count nouns.

e. Situation-response practice.
   Use pictures or descriptions of several situations.

f. Dialogue construction.

g. Conversation circle:
   Contrast direct and indirect requests and their appropriateness.

Reading and Writing:

a. Reading passages.

b. Read dialogues.

c. Situation-response practice.
   Completion exercises, followed by discussion.

MAKING INDIRECT REQUESTS (For Information)

SAMPLE LIFE SITUATIONS

** An employee approaches a personnel department worker to find out about medical insurance benefits.

** A worker who has been given a difficult task comments on how hard it is when her supervisor is in her area.

** A friendly neighbor finally asks someone who moved in six months before about his/her job or family.

** Two people waiting at a bus stop casually ask each other about the time, weather, frequency of buses, etc.

TARGET SENTENCE PATTERNS

I don't know (1) how you do it.
I wonder (1) if we'll have to wait very long.
I need to find out about visas.
I would like to know more about it.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I have no idea who could have done such a thing.	Do you have any idea who did it?
It would be helpful if I knew more about medical benefits.	You look busy, but I need to know about medical insurance.
	I don't understand this damned instruction book.
	I don't remember when you moved in here.
I've always wondered about where you worked and what you did for a living.	You know I don't (even) know where you work.
	I wonder if the buses are running tonight.
	I wish I knew what time it was/is.

VOCABULARY

find out
idea

(1) VERBS OF MENTAL ACTIVITY

(don't)	know
(don't)	remember
(don't)	understand

wish (Iknew)
wonder

GRAMMAR STRUCTURES

NOUN CLAUSES AS OBJECTS: with HOW, WHAT, WHERE, WHO, etc. (Ex. "I don't know how you do it.")

NOUN CLAUSES as OBJECTS with IF, WHETHER (OR NOT)

SUBJUNCTIVE with WISH (Ex. "I wish I knew.")

(This note is continued from 603-4.) Indirect requests are more common in situations where fulfilling the request is optional, for example, lending a pen or sharing lunch. In well-defined "service" situations (boss-worker, customer-clerk), direct requests are more common than indirect. *** Indirect requests almost always receive answers but not always with the action or information needed. Ex. A: "I don't understand this machine." (Meaning: "Please tell me how to use it.") B: "Neither do I." (Meaning: "I can't help you.")

CLASSROOM NOTES

Course Number 603
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Focused listening:
   1. What information are they asking for?
   2. What situation are they in?
      (Who? Relationship? Where? Other factors?)
   3. What words or expressions are being used?

c. Conversation circle:
   1. What do you ask indirectly about?
   2. Differences between direct and indirect requests: situations, reactions.

d. Substitution table.

e. Substitution-correlation drill.

f. Situation-response practice.

g. Dialogue construction.

h. Real-life contact activities
   1. Listen and note communications at an information counter.

   2. Ask for information in different settings.

Reading and Writing:

a. Read dialogues.

b. Reading passages.

c. Writing notes, memos.

EXPRESSING UNFULFILLED WISHES AND DESIRES

SAMPLE LIFE SITUATIONS

- ** Learners discuss whether English classes they took before coming here prepared them to communicate in English.
- ** A young parent and worker discusses his attempts and wishes to arrange for a better work schedule so that he and his wife can work and care for their young child.
- ** A host(ess) presents a dish she/he made. The guests are pleased, but the host(ess) tells how it should have turned out.
- ** A newly hired worker receives another job offer and discusses what to do with a friend.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I wish I had been able to study just listening in English.	I wish I could have learned more English before I came.
	It wasn't what I expected. I really wanted something else.
I've been trying for a better work arrangement, but we just haven't been lucky at finding anything better.	I was trying to get a new job, but I couldn't find anything full-time at night.
	I still would like to work nights. Then, I could stay home with the baby, and my wife could maybe find a day job.
	It was supposed to rise more.
	I really had something else in mind.

TARGET SENTENCE PATTERNS

I wish he had tried harder.
I wish you could have come earlier.
It wasn't what I had in mind (1).
I expected (1) something else.
It was supposed to be different.
Things didn't (really) happen (2)
the way I planned (1).

VOCABULARY

supposed to
wish

(1) VERBS OF INTENTIONS

want
expect
plan
have...in mind
hope for

(2) VERBS OF STATES

happen
turn out
work out

GRAMMAR STRUCTURES

PRESENT PERFECT

PAST MODALS

PAST CONTINUOUS

ADVERBS: STILL, NOT YET

MODAL PERFECT with WISH
(Ex. "I wish I could have done it.")

☞ This objective focuses on wishes and desires that were not or have not yet been fulfilled. Review related Intermediate level objectives: 503-8, Expressing Ability and Inability (Past); and 602-7, Asking About and Declaring Intentions. Preview 702-3, Expressing Regret and Satisfaction. *** Three types of wishes/desires: (1) past wishes for things that didn't happen; (2) past wishes for things that haven't happened, but still might; (3) present wishes for things to have happened differently in the past.

CLASSROOM NOTES

Course Number 603
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle: wishes, desires.

c. Focused listening:
   1. Distinguish between wishes, desires for past and future.
   2. Listen and restate wishes, desires, etc. heard (live voice or tape).

d. Sentence completion:
   "I wish..." Learners, in groups or singly, answer orally.

e. Situation-response practice.

f. Jazz chant.

g. Role play.

Reading and Writing:

a. Reading passages.

b. Language experience story.

c. Controlled composition.

d. Dialogue construction.

INTERMEDIATE ESL

Course Number 603
Communication Objective 7

EXPRESSING FEAR OR WORRY, AND CONSOLING

SAMPLE LIFE SITUATIONS

- ** Two workers are afraid that cutbacks and layoffs rumored for the plant where they work will affect them soon.
- ** Parents of a child who has hurt her leg ask the doctors and nurses anxiously about the results of the X-rays.
- ** An applicant for a new car loan wonders whether the credit union will approve his request.
- ** Neighbors discuss the latest break-in in the neighborhood and wonder what they can do to protect themselves.

TARGET SENTENCE PATTERNS

What'll I do without a job?
What if they can't make him well?
I'm afraid (1B) they won't do it right.
I get upset (2) whenever I see him.
I know how you feel.
Everything will be alright.
Don't panic (2).
No need to get excited (2).
Take it easy. (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I have my family to support. What'll I do if they lay me off? I'll be out of work, and I won't be able to pay my bills.
I'm anxious about the results of the X-rays.	I'm afraid. What if they can't heal the leg? I'm worried that it's broken.
Who knows how they'll decide!	They're going to turn me down. I just know it.
There's no need to worry.	Of course you're upset. Don't worry about it. It's going to be alright. I'm sure it will.

698

VOCABULARY

(1) STATES, EMOTIONS

A.	B.
fear	afraid
worry	worried
concern	concerned
fright	frightened
anxiety	anxious
	scared to death
	upset

(2) VERBS OF FEAR AND WORRY

panic
worry
give up

get excited
make (yourself) upset
be /get frightened

(3) CONSOLING EXPRESSIONS

Take it easy.
Calm down.
Relax.

It'll be alright.

699

GRAMMAR STRUCTURES

NOUN CLAUSES as OBJECTS
(Ex. "I know how it is.")

BE + ADJECTIVE + ABOUT (SOMETHING)
(Ex. "I'm still upset about it.")

IF - CLAUSES

ADVERBIAL CLAUSE INCLUDERS (SUBORDINATORS):
WH-EVER COMPOUNDS (Ex. "Whenever"
as in "Whenever I think of it, I get worried.")

☞ This objective can be addressed impersonally with stories or dialogues depicting fictional (though representative) characters and situations. Or, if the learners prefer, there can be more personalized attention to how to express fear, worry and consoling in specific situations learners select. *** For a note on IF-clauses, see 603-3, Describing Conditions for Actions or Events.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
b. Listening passages:
    1. With general comprehension questions.
    2. Listen and paraphrase.
c. Substitution drill.
d. Situation-structure practice: with "What if ...?"
e. Conversation circle.
f. Situation-response practice.
g. Role play.

Reading and Writing:

a. Reading passages.
b. Sentence-combining.
c. Dictation.
d. Dialogue construction.
e. Strip story.
f. Language experience story.

OFFERING AND REQUESTING

SAMPLE LIFE SITUATIONS

- ** Friends offer to bring food or other things to a party hosted by another person.
- ** A worker offers to get a soda pop or a cup of coffee for another worker.
- ** An office worker asks a clerk or a secretary to answer a ringing telephone.
- ** An applicant is asked to fill in forms in order to start the employment process.

TARGET SENTENCE PATTERNS

I'd like you to do something (for me).
Could you please take care of that?
He wanted me to open the safe.
Would you like some cider?
Do you want me to be there at 6?
I need your help.
Let me help you.
Let's get the work done today.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Would you like me to get one for you? (offer)	Can you get that for me, please? (request)
Would you mind filling out one of these forms? (request)	Can you use any extra help? (offer)
	Do you want me to bring some records? Yes, that would be nice.
Can I offer you some tea?	Can you get me a Coke? Can I get you a Coke? Sure. Do you mind if I bring a friend? Could I borrow your pen? Let me pay for that. (offer) Let's take it easy, O.K.?
Allow me.	(request)

VOCABULARY

request
ask
command
demand

offer
suggest
help
assist

mind (= care, object)

take care of
see to
pay for
pick up (telephone, item)
fill in
bring over (to someone's house)

GRAMMAR STRUCTURES

MODALS: CAN, COULD, WOULD

WANT/WOULD LIKE SOMEONE to DO SOMETHING

QUESTIONS with DO

SOME/ANY

TWO- AND THREE-PART VERBS

MIND + GERUND PHRASE or IF-CLAUSE
(Ex. "Would you mind filing this?"
"Would you mind if my brother comes?")

Polite offers and requests may sound alike to non-native English speakers, since both use modals and question forms. Listening discrimination for finer shades of meaning must be practiced for this objective. *** Review 502-8, Asking For, Giving and Denying Permission; 503-11, Making, Accepting and Declining Invitations; and 601-10, Asking Others to Do Something.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Focused listening:
Distinguish offers and requests; listen and circle "O" or "R".

c. Question-answer drill;
Students respond to offers and requests.

d. Situational practice.

e. Role play.

Reading and Writing:

a. Read dialogue.

b. Write short notes (for different situations).

c. Read printed invitation (e.g., to join motor club, attend community meeting).

Course Number 603
Communication Objective 8

Course Number 603
Communication Objective 9

RECOMMENDING A COURSE OF ACTION

SAMPLE LIFE SITUATIONS

- ** A worker discusses with her union steward what to do about not getting a raise when others did.
- ** A person who receives a duplicate gift (something s/he just bought) asks a friend what to do.
- ** A tenant who must move suddenly asks what should be done about the lease.
- ** A learner asks a counselor about the steps leading to college admission, after additional E.S.L. studies.

TARGET SENTENCE PATTERNS

Why don't you try it?
I'd talk to your boss about it.
It would be better if you forget it.
My advice is to take it back.
If I were you, I would send it today.
The best thing would be if you move on a weekend.
See if you can get them to change it.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I would suggest that you drop it entirely.	I suggest you forget about it.
	It would be better if you stay home.
	I think you should take your time.
	My advice is to get it later, when it's on sale.
You might want to try contacting the office yourself.	Why don't you go to the office and explain the problem to them?
The absolute best thing to do in that case would be for your brother to write a letter for you.	The best thing would be if your brother wrote a letter to Senator Jones about your status.
	See how well you do on the TOEFL exam, and then fill out an application for the college.

706

VOCABULARY

advice
suggestion
recommendation

VOCABULARY FOR THE SUDDEN MOVE SITUATION

lease
contract
lessee
lessor
tenant
deposit
security

give notice
talk (it) over
talk (someone) into
let (= allow)
break a lease
let (someone) know

707

GRAMMAR STRUCTURES

MODALS: WOULD, COULD, SHOULD

INFINITIVE PHRASES:(TO + VERB + OBJECT) as COMPLEMENTS
(Ex. "My advice is to get it done today.")

INFINITIVE PASSIVE (TO + BE + PARTICIPLE)
(Ex. "That was to be done last week.")

IF - CLAUSES + CONDITIONALS
(Ex. "It would be nice if you can/could come.")

☞ Stress accurate use of "to" (+ verb), "that" (relative pronoun), and "should", "would", and "could" (past/conditional modals) when recommending and giving advice. *** When the independent clause is in the conditional form (Ex. "It would be better ..."), the IF - clause uses either simple present tense ("if you come later.") or the subjunctive, which is usually the simple past form ("if you came later."). The subjunctive is more formally correct, but this need not be stressed at this level.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Problem solving:
   Situational presentation-
   What to do?
b. Free discussion:
   Small group brainstorming.
c. Sentence combining.
d. Situational dialogue.
e. Substitution drill.
f. Situation-structure practice:
   With taught sentence patterns.
g. Role play.
h. Real-life contact activities:
   Learners prepare real or hypothetical situations, and ask for English speakers' recommendations as to what to do.

Reading and Writing:

a. Reading passages.
b. Fill-in exercises
c. Grammar exercises.
d. Controlled composition.

INTERMEDIATE ESL

Course Number 603
Communication Objective 10

EXPRESSING AFFECTION, ADMIRATION, TRUST

SAMPLE LIFE SITUATIONS

- ** A worker talking to a good friend praises a supervisor or a co-worker.
- ** A community leader interviewed on TV or the radio expresses his/her commitment to helping the people in the community.
- ** Two friends discuss their feelings for their parents, recalling positive childhood experiences.
- ** A car owner expresses his trust in the skill of an auto mechanic who has proven helpful in the past.

TARGET SENTENCE PATTERNS

We have a good working relationship.
I hope we'll always be friends (1).
I think you're really great (2).
I'm glad I know her.
I truly respect (3) him.
I know I can rely on (3) them.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I'm so lucky to have you for a friend.	He's a true friend. You are important to me. I really like her a lot. I hope we'll always be friends.
They show respect for the people they work with. I hope we'll always be able to work so well together.	They treat us right, and I like that. I'm glad I have her for a boss. I hope we continue to work together.
I have a feeling of real closeness and camaraderie with my people.	I feel close to the people of this community. They are my people.
I feel I can count on him for whatever it is that I need.	He can do everything I need. I knew I could rely on him. I have complete confidence in him.

VOCABULARY

continue
support
take an interest in

(1) AMICABLE RELATIONSHIPS/STATES

friends
partners
co-workers
in contact
close
(working) together

(2) ADJECTIVES OF PRAISE/AFFECTION

pleasant
great
nice
fun
helpful
dependable
good (to work with)
reliable
talented
wonderful

(3) VERBS OF POSITIVE REGARD

respect
enjoy
advice
trust
rely on
count on
look up to
depend on

710

711

GRAMMAR STRUCTURES

BE + ADJECTIVE + TO + PRONOUN
(Ex. "He's kind to me.")

INTENSIFIERS: REALLY, VERY, etc.

"EVER" PRONOUNS: WHENEVER, WHATEVER, etc.

TWO- AND THREE-PART VERBS

OBJECT PRONOUNS: REVIEW

This objective expands upon others related to descriptions of people and expression of emotions. Review the adjectives listed in 402-4, Describing Appearance, Personality, Behavior; and the language of 502-11, Expressing Appreciation.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues.

b. Vocabulary expansion.

c. Situation-response practice.

d. Conversation circle.

e. Role play.

f. Focused listening.

g. Real-life contact activities:
   1. Ask a class guest who s/he admires, trusts, or loves, and how s/he would express those feelings in words.
   2. Learners express to someone they know a positive feeling they have for that person.

Reading and Writing:

a. Reading passages.

b. Short compositions:
   Learners write about people they know.

INTERMEDIATE ESL

Courses 701-702-703

Communication Objectives

Course 701

1. Socializing (When Meeting People)
2. Describing Former Friends or Conditions
3. Complaining (Displeasure or Dislike)
4. Reporting What People Said, Heard, Saw
5. Expressing Belief or Disbelief
6. Expressing Indifference or Interest
7. Asking About and Describing the Value of Something
8. Making a Suggestion
9. Reporting Decisions
10. Asking For and Giving Explanations

Course 702

1. Apologizing and Forgiving
2. Reporting the Parts of Events and Actions
3. Expressing Regret or Satisfaction
4. Expressing Hope or Anticipation
5. Describing Options or Alternatives
6. Reporting Thoughts and Feelings
7. Reporting What Was Done
8. Describing and Reporting Causes
9. Encouraging and Sympathizing
10. Expressing Acceptance

Course 703

1. Understanding Praise and Criticism
2. Expressing Confusion or Clarity
3. Confirming or Clarifying Information
4. Emphasizing and De-Emphasizing Certain Things
5. Stating a Strong Perference
6. Describing Regularities and Exceptions
7. Narrating Events
8. Predicting Events or States
9. Understanding and Stating the Main Idea
10. Summarizing, Concluding and Closing

700

SOCIALIZING (When Meeting People)

SAMPLE LIFE SITUATIONS

**Workers from different floors or departments meet at a company party or picnic.

**At a cultural event sponsored by her country's consulate, an immigrant introduces an American friend to the consul.

**Two former classmates meet by chance on an 'L' or bus and talk about what they have been doing, where they are going, etc.

**A regular customer chats with the owner during a visit to the cleaners.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Fancy meeting you here. What brings you here? Where are you headed?	What are you doing here? How (have) you been (doing)? Are you still working at the Hyatt?
I've never seen you around before.	(How) Do you like the food? What department do you work in? Oh, I'm in Accounts Payable. How long have you been here? How about you?
	I'd like you to meet my friend, Paul Stivic. Paul was in Peru for three years.
What did you do while you were there? Where were you exactly?	I taught English near Cuzco. Oh, really? I was born near there. A friend of mine was there. They say it's very beautiful. How did you like it?

715

TARGET SENTENCE PATTERNS

What (1A) have you been doing? (1B)?
Are you still on Chicago Avenue?
Tell me about your hobbies (2).
I'd like you to meet my boss, Mr. Cunningham.
It's been nice talking to/with you.

VOCABULARY

(1) COMMON GREETINGS

A.	B.
What	doing up to
How	doing feeling
Where	working living

(2) TOPICS OF CASUAL CONVERSATION

new job
new apartment
vacation
hobbies
children
family

716

GRAMMAR STRUCTURES

WH-QUESTIONS

PRESENT PERFECT CONTINUOUS

☞ Much socializing consists, initially, of asking and answering personal information questions about work, place of residence, the family background, etc., all of which are generally neutral topics in the dominant American culture. The purpose of such questioning is to find something common between speakers, especially those who do not know each other very well. *** Refer to 801-1, 802-1, and 803-1 for lists of conversational expressions.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Multiple situational dialogues:
   1. For listening comprehension.
   2. For identification of words, phrases, and expressions.
   3. For indentification of social roles of the speakers.

b. Situation-response practice:
   Phrases, expressions, etc. for various components of social conversation.
   Ex. Finding something in common.
   Finding out more information.
   Sharing personal thoughts or experiences.
   Closing a conversation.

c. Game:
   The "Cocktail Party Waltz" (from Gambits, Module 3).* Learners form 2 concentric circles. Those in the inner circle engage persons in the outer circle in small talk. When music is turned on, the first group must close the conversation and then rotate until the music stops. New conversations are then to begin.

*E. Keller, see Bibliography, p. 541.

Communication Objective 2

DESCRIBING FORMER FRIENDS OR CONDITIONS

SAMPLE LIFE SITUATIONS

- ** Community members discuss former neighbors, buildings, local businesses, traffic patterns, or the like.
- ** A couple reminisces about good and bad experiences in their lives.
- ** An immigrant describes his way of life in his native country to an interested American friend over lunch.
- ** During break or lunch, two workers discuss and compare working under the present and the previous supervisors.

TARGET SENTENCE PATTERNS

What do you hear from (1) Elias?
Do you ever hear anything about him?
We (still) keep in touch with (2) them.
He was one of my closest friends.
It was a place(3)where (4) the grass really is greener.
That's the kind of person(3) I wish I could always work with.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Where we used to live they had a little candy shop in the next block.	There was a family who used to live across the hall. The man worked nights, and his kids would make a lot of noise every night from dinner time until midnight. We couldn't sleep.
	What ever happened to Dino and Lilly? Did they get a new house?
I haven't heard anything about them in over 2 months.	I haven't heard from them for months.
	He was the kind of person who always lets you work. That was a beautiful house we had in our village.

VOCABULARY

happen	know
change	old (= previous)
different	lose touch

(1) TWO-PART VERBS OF SOCIAL CONTACT

know about	hear about
hear from	run into

(2) SELECTED THREE-AND FOUR-PART VERBS

keep in touch with
keep up with
find out about

(3) COMMON NOUNS OF CLASSIFICATION

person	job	location
friend	work	friendship
man	time	place
woman	life	

(4) RELATIVE PRONOUNS (clause "includers")

who	which	when
that	where	

GRAMMAR STRUCTURES

SIMPLE PAST TENSE

WOULD + VERB (repeated past actions)

USED TO + VERB

ADVERBS: ONCE, TWICE, THREE TIMES
EVER, NEVER

PRESENT PERFECT with SINCE, FOR, IN

Many immigrants wish to describe their old and new lives as part of expressing their experience in the USA. Review 502-6, Comparing and Contrasting People, Things, Activities. *** This is the first of a series of eight objectives designed to teach the functions of narrating and reporting. The other objectives are 701-4, 701-9, 702-2, 702-6, 702-7, 702-8, and 703-7. Attempts to recycle grammar, vocabulary and content through these 8 objectives should be made.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Listen to "soap opera" skits and passages.

c. Question-answer drill: comparing.

d. Discussion: of pictures, of people.

e. Situation-response practice.

f. Role play.

g. Song: Study lyrics.
   Ex. "Those Were the Days, My Friend"
   by Marianne Faithful.

h. Real-life contact activities:
   1. Class guest talks about community or personal history.
   2. Interviews in the community.

Reading and Writing:

a. Write letters to friends.

b. Reading passages: read short stories.

c. Controlled composition:
   Write short essays.
   Ex. "My life in ____________________."
   (country)

Course Number 701
Communication Objective 3

COMPLAINING (Displeasure or Dislike)

SAMPLE LIFE SITUATIONS

**Moviegoers complain to a person talking in the row behind them after having asked for quiet twice already.
**Two customers in a restaurant complain to the manager about the food, or their waiter or waitress.
**A worker who is frequently asked by another supervisor to do additional work complains to his/her own department head.
**A tenant complains to the landlord on moving day upon seeing that the apartment has not been painted as promised.

SAMPLE LANGUAGE

Listening only	Listening and Speaking
Won't you please be quiet.	The people behind us keep talking.
	May's really been getting on my nerves.
	I don't like it at all.
	He doesn't know where anything is. He treats customers like they owed him something. You can't trust him.
	He makes me sick. (idiom.)
What's the problem here?	He shortchanged me.
	Can I see the manager? I'd like to see the manager.
Yes, what can I do for you? What seems to be the problem?	Our waitress won't bring us what we ordered. This is the third time that this has happened.

TARGET SENTENCE PATTERNS

I told you (about it) three times already.
This is the last (1) time I will tell (2) you.
I('ve) already asked (2) you (twice).
I want to complain about the food (3).
It is/was too cold in there.
It hasn't been fixed (4) yet.
That's not right.
You shouldn't treat me like that.

VOCABULARY

complain (about)

(1) ORDINALS OF WARNINGS
last
final
absolute(ly) last

(2) VERBS OF COMMUNICATING
tell
ask
ask...politely
ask...nicely

(3) THINGS TO COMPLAIN ABOUT
food
service
heat
noise
smells
the way someone talks to you
plumbing
smoking

(4) DESIRED STATES OR CONDITIONS
fixed
fixed up
cleaned
done
repaired
painted
taken care of

GRAMMAR STRUCTURES

PRESENT PERFECT with ALREADY, YET

FUTURE TIME VERB FORMS: SIMPLE PRESENT
PRESENT CONTINUOUS
GOING TO
WILL

Review and expand upon descriptive adjectives from 502-6 and 402-4. Remind learners that if they don't know a negative word, they can describe someone by saying "not" plus a positive adjective. Caution them, however, that this oral production strategy may not always get across the real meaning they intend.

CLASSROOM NOTES

Course Number 701
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   picture discussion.
b. Question-answer drill.
c. Conversation circle:
   List people, places, or things you don't like and your complaints about them.
d. Focused listening:
   A variety of complaints about services rendered. Note situational factors, topics.
e. Situational dialogue.
f. Role play.
g. Dialogue construction:
   Change the complaint according to the situation.

Reading and Writing:

a. Reading dialogues.
b. Short reading passages:
   with comprehension questions.

Course Number 701
Communication Objective 4

REPORTING WHAT PEOPLE SAID, HEARD, SAW

SAMPLE LIFE SITUATIONS

- ** A secretary (or other worker) reports back to his/her boss what she/he was told about the arrival of needed supplies.
- ** A parent reports to the principal about another child seen pushing or hitting her child on the school playlot.
- ** A group of workers discuss rumors and facts they have heard about this year's company Christmas party or summer picnic.
- ** A police officer fills out a report of a hit-and-run accident after interviewing witnesses.

TARGET SENTENCE PATTERNS

She told me (that) something happened.
They asked him not to do that anymore.
They said (that) she shouldn't wait.
I told (her) to come back later.
I hear(d) the party will be December 19.
They asked me what I saw.

SAMPLE LANGUAGE

Listening only	Listening and Speaking
They asked her what she had done about it so far.	I went to see Alice in Supplies. She told me the order did not come and that we should order those supplies again.
	Some boy was pushing my son on the playground. He told me himself.
What he said was that there was a large number of problems to be solved before then.	What did he say about "a large number of problems"?
	He said there was a large number of problems to be solved.

Reading only	Reading and writing
Witness claims to have seen a man get out of the car.	I told the police I saw a man get out of the car.

VOCABULARY

VERBS OF REPORTING/HEARING/etc.

say
tell
ask
see
hear
understand
remember
think (about something)

COMMON ACTIONS REQUESTED

come back
go away
keep quiet
do it again
take it easy
forget it
try again
try something else
never mind

GRAMMAR STRUCTURES

PAST TENSE VERB FORMS including PAST MODALS, CONTINUOUS, PERFECT, SIMPLE PAST

REPORTED QUESTIONS with INVERSION

(Ex. "Who are you?" "She asked who he was.")

REPORTED SPEECH

Reported speech has been introduced before. It comprises an important set of grammar structures, which are summarized in a note in 601-7, Reporting What Someone Said, and in 802-11, Grammar Review: Reported Speech. Refer to both places for help with this objective. ***In this objective, learners should be encouraged to use the past tense correctly in reported speech most of the time. (Ex. "He said he wanted to go.") ***See 702-6, Reporting Thoughts and Feelings, for further expansion.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   Tape record conversation circle on a selected topic.

b. Focused listening:
   Training Specialist models reported speech for the conversation.

c. Interview:
   Small groups take turns reporting what was said on the tape.

d. Selected learners report what was said.
   Teacher corrects and presents rules.

e. Transformation drill.

f. Discussion:
   Small group discussions, then reporter tells the class what was said.

g. Real-life contact activities:
   1. Short reports from TV watching or radio listening assignments.
   2. Practice activity in the community, e.g. library, cleaners, etc.--asking for certain information, reporting back to class.

Reading and Writing:

a. Reading "Dear Abby," oral reporting of what was said.

b. Writing grammar exercises.

c. Reading newspaper articles.

INTERMEDIATE ESL

Course Number 701
Communication Objective 5

EXPRESSING BELIEF OR DISBELIEF

SAMPLE LIFE SITUATIONS

** Two shoppers, just approached on the street to buy "real gold" watches, discuss the seller's prices and claims of quality.
** Co-workers discuss the effects of proposed plant automation (no lay-offs, better working conditions) described by the boss.
** A person describes to a sympathetic friend an improbable, shocking, but true experience she/he had on the bus.
** Newly registered voters discuss political candidates' claims and promises in brochures and on television.

TARGET SENTENCE PATTERNS

Are you sure (1)?
Do you think so?
Is that right?
That sounds impossible (2).
I (don't) believe it.
I can('t) believe it.
I would(n't) believe it if I were you.
It could be.
It's (really) hard to believe (3).

SAMPLE LANGUAGE

Listening only	Listening and speaking
What if I tell you that your boss told me that you were......?	Really? Are you kidding? Aw, come on! Is that right? Where? Show me? You're kidding. I don't think so. I don't believe it.
Are you for real?	Are you pulling my leg?
How does that sound to you?	I have my doubts.
	I'll believe it when I see it. Something's just not right. That's hard to believe.
	That sounds good. I believe it. That makes sense.
	Would you believe it?

VOCABULARY

believe
belief
doubt (n)or(v)

(1) BELIEF/DISBELIEF QUESTION COMPLEMENTS

sure
positive
certain
crazy
kidding
pulling my leg

(2) BELIEF/DISBELIEF VERB PHRASES

sound right
sound good
make sense
sound strange
sound (im)possible
seem (un)likely

(3) BELIEF/DISBELIEF COMPLEMENTS

hard to believe
funny (=unusual)
surprising
believable
possible
the truth

GRAMMAR STRUCTURES

MULTIPLE EMBEDDING OF CLAUSES
(Ex. "Think about how you did what you did.")

NOUN CLAUSES with HOW, WHAT, etc.
(Ex. "I did what I did.")

☞ This objective collects and presents many examples of a use of language -- expressing belief or disbelief. The objective intends to expand learners' ability to use these expressions with ease and confidence. ***Stress the importance of intonation in phrases such as "Is that right?"

CLASSROOM NOTES

Course Number 701
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   1. Listen to unusual statements made about pictures; then respond.
   2. Listen to possible statements about well known people; then respond.

b. Vocabulary expansion:
   Class identifies responses that indicate disbelief and belief.

c. Situation-structure practice.
   Whole groups and small groups.

d. Focused listening:
   Film, tape, TV show or dialogues: Listen for disbelief reactions.

e. Situation-response practice.
   Use same situations as in a. or b. (above).

f. Role play

g. Communication games.

Reading and Writing:

a. Cued writing practice:
   "Dear Abby" type column--with made-up letters and improbable responses. Learners write their comments.

b. Reading and then dictation of sentences, dialogues, responders, etc.

Course Number 701
Communication Objective 6

EXPRESSING INDIFFERENCE OR INTEREST

SAMPLE LIFE SITUATIONS

- ** A passenger on a bus is joined by a talkative person with whom she/he does not want to converse.
- ** An interviewer describes two or more current job openings, asking an applicant which, if any, she would find interesting.
- ** A committee of learners discuss possible topics for next week's free conversation time in ESL classes.
- ** A girlfriend and her boyfriend discuss going to one of several movies or parties this Saturday night.

TARGET SENTENCE PATTERNS

I don't care (1A).
It doesn't matter (1B) (to me).
It's all the same to me.
That sounds great (2).
I'd like to hear/know more about it.
I'm not (really) interested in that.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Would you like wine, beer, or a cocktail?	It doesn't matter. I don't care. It doesn't make any difference to me.
It's six of one, half a dozen of the other.	Oh, anything is fine.
Do you want to to see The Empire Strikes Back?	I don't mind. Go ahead if you want. Yeah, let's (go).
I'd love to.	
Who cares? What does ("What's") it matter anyway? Whatever you say.	It's all the same to me. It sounds great. I could care less (idiom). It's not that interesting.
I have an opening on the south side and one on the west side. Do you want to hear about them?	Yes, tell me (about them). Either one. Sure, Why not? Yes, I really do.

VOCABULARY

(1) VERBS OF INDIFFERENCE
(usually used with negatives)

A.	B.
care	make a difference
mind	make any difference
know	mean much
	matter

(2) INTEREST/INDIFFERENCE REACTIONS

great	alright
wonderful	O.K.
exciting	fine
interesting	

GRAMMAR STRUCTURES

ADJECTIVALS with -ED and -ING
(Ex. "**interested**" and "interesting")

NEGATIVE INTENSIFIERS before ADJECTIVES:
NOT VERY, NOT SO, NOT THAT
(Ex. "not very interesting," "not that exciting")

This objective prepares learners to react to suggestions and ideas they are likely to hear in conversation. It can be taught in conjunction with 701-8, Making a Suggestion. ***Sentences like "It sounds alright" can indicate indifference when said with a certain intonation. See Strategy f. (right). ***Compare 703-5, Stating a Strong Preference. ***The contrast between adjectivals with -ed and -ing is taught further in 702-2, Reporting the Pasts of Events and Actions, where there is an additional note on the grammar of these adjectival forms.

CLASSROOM NOTES

Course Number 701
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion:
Names of topics of conversation.

c. Game:
Learners stand under posted names of topics of conversation they would most like to talk about.

d. Substitution drill:
Use conversation topics in target sentence patterns.

e. Situation-response practice.

f. Focused listening:
Identify utterances expressing interest or indifference **by** their intonation patterns.

g. Role play.

Reading and Writing:

a. Learners list favorite topics of conversation.

b. Focused reading:
Dialogues or passages with context clues to the attitude of the speaker/writer.
(Like f. above.)

c. Memo writing:
Learners exchange written suggestions, and replies.

Course Number 701
Communication Objective 7

ASKING ABOUT AND DESCRIBING THE VALUE OF SOMETHING

SAMPLE LIFE SITUATIONS

** Two shoppers, just approached on the street to buy "real gold" watches, discuss the seller's prices and claims of quality.
** A craftsperson and her family discuss prices of their goods with a museum or gift shop buyer who likes their work.
** Immigrants discuss the value of a day's work, staple food items and housing in Chicago and in the "old country."
** A couple visiting an auto dealership to buy a new/or used car discuss prices and features their family needs.

SAMPLE LANGUAGE

Listening only

Normally, this watch goes for over a hundred and fifty dollars.

They'll run between 60 and 70 dollars each.

It has sentimental value.

Proverbs and Sayings

It doesn't measure up.
The grass is always greener on the other side(of the fence).
Get your money's worth.
A bird in the hand is worth two in the bush.
Money doesn't grow on trees.
It's nothing to sneeze at.
(= It's somewhat important.)

Listening and speaking

It's worth a lot.
It's not worth (that) much.
It's not worth it.
We paid a lot for it.
It's (very) valuable.
It's worth more than you think.
It's worth every penny.

It belonged to my mother.
It meant a lot to her.

That's a (real) bargain.
It's a steal.
I wouldn't take a chance on it.

That's better than I thought.
I never would have imagined that it cost so much.
That's way too much/too little.

TARGET SENTENCE PATTERNS

It's (not) worth it.
It's (way) too much.
It means a lot to me.
It's a steal (1).
That's better (2) than I thought.
I never (would have) thought (3) that it (could/would) cost so much.

VOCABULARY

worth
worthless
value
valuable
face value
at least

cost (n)or(v)
bargain (v)
run (= cost)
go for (= cost)
over (= more than)

(1) COMMON EXPRESSIONS: ECONOMIC VALUE (nouns)

steal
bargain

rip-off
deal

(2) COMMON EXPRESSIONS: ECONOMIC VALUE (adjectives)

higher
more expensive
much more

better
cheaper
more economical

(3) VERBS OF MENTAL IMAGERY

think imagine dream

GRAMMAR STRUCTURES

COMPARATIVES OF INEQUALITY with THAN
(Ex. "More expensive than before.")

SO as ADVERBIAL (INTENSIFIER) (Ex. "so expensive.")

The value that something has may be economic or not. Learners should already be able to understand and describe economic value of items in basic English. (Review 602-2, Understanding and Describing Quantities, if needed.) *** The expression "be worth" should be practiced here to round out learners' English skills for discussing economic value. *** Personal or non-economic value of things, qualities, people, etc., should also be taught in this objective.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Free discussion:
value of items.

b. Situational dialogue.

c. Substitution drill.

d. Situation-structure practice:
cued oral production with "BE WORTH."

e. Focused listening:
which is more?

f. Situation-response practice.

g. Ways to say it:
variety of styles in situations.

h. Game:
The Price is Right, or a similar game.

Reading and Writing:

a. Reading passages.

b. Focused reading:
chart of prices, or comparitive shopping for unit prices.

c. As language experience story.

d. Controlled composition.

Course Number 701
Communication Objective 8

MAKING A SUGGESTION

SAMPLE LIFE SITUATIONS

- ** A doctor suggests a new life style and other self-help measures to a patient suffering from stress.
- ** A worker looking for a job in his/her technical field talks with an employment counselor.
- ** A friend offers another friend advice or suggestions on: where to shop, how to lose weight, or a good movie to see.
- ** A hardware store worker suggests to a homeowner a method and the necessary equipment to repair a plumbing problem.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How should I go about it?	What should I do about it?
I think it's time you tried a new medication. You can always try dieting.	Why don't you try jogging? How about getting some exercise? Perhaps you should exercise. Have you tried exercising? Try to take it easy.
I've got an idea. Listen. I'm telling you this for your own good.	Can I make a suggestion? I have a suggestion. I suggest you get a second opinion.
There's a better way to do that. If you want, you can buy a special tool to make the job easier.	You should be using a different tool. Here. Let me show you. I wish you would try it.

Reading only

Advice on how to cure the common cold. (Details inside).
10 minutes a day to better health.

TARGET SENTENCE PATTERNS

Why don't you take a vacation?
How about going to see a movie?
I have an idea; let's leave.
Try putting some grease on it first.
Have you tried seeing a counselor?
I suggest(1) you get this one.
It might help (2) if you exercise.
I wish you would try it.

VOCABULARY

idea
suggestion

possibly
perhaps

(1) VERBS OF SUGGESTING/RECOMMENDING

suggest
recommend

hope
advise

(2) REASONS FOR HEEDING A SUGGESTION

help
be good
be nice
help out

do (someone) some good
be a good idea
improve things
not hurt

GRAMMAR STRUCTURES

INFINITIVE PHRASES and GERUND PHRASES as COMPLEMENTS

TRY + NOUN PHRASE, GERUND PHRASE, or INFINITIVE PHRASE (Ex. "Try it." "Try relaxing." "Try not to worry.")

MODALS: COULD, SHOULD, CAN, MIGHT

WISH + CONDITIONAL CLAUSES (WOULD + VERB)

This objective should be taught along with 701-9, Reporting Decisions, and especially 701-10, Asking For and Giving Explanations. *** This objective is intended to provide a review for previous, related objectives of suggesting, persuading, recommending, and asking, particularly 502-2, 503-10, 503-11, 601-10, 601-11, 602-9, and 603-9. *** Practice the variety of ways to suggest different courses for actions to different audiences.

CLASSROOM NOTES

Course Number 701
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   Pictures of situations.
b. Situational dialogue.
c. Situation-structure practice.
d. Expansion drill.
e. Dialogue construction:
   Pairs discuss, write, and act out in class.
f. Role play.
g. Game:
   Class is divided into 2 teams.
   Each must transform statements into suggestions.

Reading and Writing:

a. Reading passages.
b. Dialogue construction:
   See e. above.
c. Personal advice column:
   Read and write answers.

Course Number 701
Communication Objective 9

REPORTING DECISIONS

SAMPLE LIFE SITUATIONS

- ** After consulting with family, friends, and another doctor, a patient agrees to undergo a recommended operation.
- ** In a job interview, an immigrant describes her decision to seek employment in the field in which she was trained.
- ** Parents question their son or daughter who has decided suddenly to get married.
- ** A learner describes some of his life decisions: to complete school, to come to the USA, to change jobs, etc.

TARGET SENTENCE PATTERNS

What have you decided (1A) to do?
I've thought about (1B) doing this for years.
I wonder(2) whether it's the best choice.
I'm going to go back to school.
What we decided (to do) was to go to America.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Have you come to a decision? What influenced you? What made you decide to go ahead with it? How did you go about making up your mind to do that?	I decided to take the doctor's advice and have the operation. I've thought it over. It's the best thing for me. Are you sure about that? Is it what you really want?
	I've started looking for a job as a bookkeeper.
Are you absolutely sure that that's what you want?	What are you going to do? Did you decide yet? I'm wondering whether it's right.
	When I was 16, I started to work for my uncle. I liked the work and decided to learn what I could from it.

VOCABULARY

think (something) over

(1) DECISION VERBS

A. (verb + to + verb)

decide
agree
make up one's mind
promise

B. (verb + gerund)

think about
put off (=postpone)
give a lot of thought to
consider
imagine

(2) VERBS THAT COMMENT ON DECISIONS

be (sure + about/that)
wonder (+ whether/if/about)
hope (+ that)
doubt (+ that)

GRAMMAR STRUCTURES

PRESENT PERFECT (CONTINUOUS)

GERUND (VERB-ING) COMPLEMENTS and INFINITIVE (TO + VERB) COMPLEMENTS of selected verbs (see Vocabulary, above.)

Teach this objective along with 701-10, Asking For and Giving Explanations, 701-8, Making a Suggestion, and other 701 objectives. *** Reporting decisions is usually accompanied by some explanation as to how or why a particular decision was made. *** Discuss in class the kinds of people to whom one would report and explain certain decisions.

CLASSROOM NOTES

Course Number 701
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
b. Question-answer drill.
c. Conversation circle.
d. Short dialogues.
e. Substitution table.
f. Vocabulary expansion.
g. Situation-response practice.
h. Role play.
i. Debates.
j. Problem-solving:
    Individual and group decision making for simulated situations.
    Ex. Where and when to take vacation.
        Which person to leave a crowded raft.
        What supplies to take on an expedition.
        etc.

Reading and Writing:

a. Reading passages.
b. Expansion drill.
c. Sentence combining
d. Language experience story.
e. Strip story.

ASKING FOR AND GIVING EXPLANATIONS

SAMPLE LIFE SITUATIONS

- ** A teacher explains to her students the grading procedure for a course.
- ** A TV weatherman explains to his audience why Chicago has been getting so much sun, rain, wind, or snow.
- ** A customer, trying to use a new in-store coffee grinder, finally asks for help in getting the grind she wants.
- ** An unemployed worker visits the unemployment office to ask why, after applying 3 weeks before, she/he has not yet received a check.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What's up? What gives? What's this all about?	Could you tell me why I haven't received a check yet? I applied (for it) 3 weeks ago, and I haven't received it yet. What happened?
We couldn't issue you a check because the form wasn't completed.	What do you mean, "wasn't completed"?
It wasn't signed. If you don't sign the form, we can't punch it into the computer.	What!!! Punch the computer? I don't understand.
All information is entered into the central computer. We can't enter the information unless the form is completed.......	Why didn't you tell me all this when I was here before?
Because the instructions are all right here on the forms.	The instructions were confusing. Could you please explain them to me step by step?

TARGET SENTENCE PATTERNS

Could you tell (1) me how to do this?
Why does it take so long?
How do/can I/you get it to work?
(That's) Because you didn't turn it on.
You're too late/not fast enough for that.
If you don't endorse the check, we can't cash it for you.

VOCABULARY

problem
reason
follow

step-by-step
instructions
procedure

(1) VERBS OF EXPLANATION

tell
show

explain (to)
demonstrate (to)
give.....instructions

(2) VOCABULARY FOR GRINDER SITUATION

switch (n)
switch on (v)
set (v)

dial (n)or(v)

GRAMMAR STRUCTURES

BECAUSE + CLAUSE

BECAUSE OF + NOUN PHRASE
(Ex. "because of the heat")

TOO + ADJECTIVE/TOO MANY, MUCH + NOUN + TO + VERB
(Ex. "You were too late to apply.")

NOT + ADJECTIVE + ENOUGH/NOT... ENOUGH + NOUN

NOUN CLAUSES (with WHY, WHAT, HOW etc.) as OBJECTS
(Ex. "Can you tell me why it is like that?")

Three types of explanations are taught or reviewed in this objective. The first, explaining what happened, is related to these objectives: 601-9, Asking For and Giving Reasons and Excuses; 603-3, Describing Conditions for Actions or Events; and 701-9, Reporting Decisions. ***The second type, explaining what to do or what should be done, includes the function of Understanding and Giving Instructions (501-10). Also see 702-5, Describing Options and Alternatives. ***The third, explaining what something means, reviews 501-5, Clarifying and Explaining and some Beginning level objectives.

CLASSROOM NOTES

Course Number 701
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue:
   Teacher-selected from textbooks, or presented in a film on a relevant topic or skill.

b. Vocabulary expansion:
   Per situations selected and for explanations in general.

c. Focused listening:
   For each of the three types of explanations, followed by d. through g.

d. Situation-structure practice.

e. Substitution table.

f. Sentence combining.

g. Dialogue constuction.

h. Situation-response practice.

i. Real-life contact activities:
   1. (If applicable.) At work, offer to explain something to a customer.
   2. (If desired) Ask a vending machine repairperson to explain how the machine works.

Reading and Writing:

a. Reading passages:
   1. Short stories.
   2. Instructions or directions.

b. Substitution table (written).

c. Language experience story.

Course Number 702
Communication Objective 1

APOLOGIZING AND FORGIVING

SAMPLE LIFE SITUATIONS

- ** A patron makes her way through a very crowded theater lobby to get to the water fountain.
- ** A guest in someone's home accidentally knocks over and breaks a flower pot or other item.
- ** A group of workers accidentally excludes one of their co-workers from lunch and, later, apologizes.
- ** After a Thursday class, a learner in a hurry leaves with someone else's coat by accident. He returns it on Monday.

TARGET SENTENCE PATTERNS

I'm (so) (truly) (1) sorry.
I'm sorry I did that.
I'm sorry, but I didn't know the seat was taken.
I'm sorry if I hurt your feelings.
I apologize for causing you trouble.
How can I make it up to (2) you?
Don't worry about it (3).
It's not (so) serious (4).

SAMPLE LANGUAGE

Listening only	Listening and speaking
Excuse me, but you're standing on my foot. I'm sorry, but I have to get through.	Oops! Excuse me. Sorry about that. I'm so sorry. Please excuse me. Please forgive me. That was (so) clumsy of me. It's my fault. No, it was *my* fault.
I'm sorry to have hurt you. How can I possibly make it up to you?	I'm sorry if I hurt you. I apologize.
What can I do to repay you?	How can I make it up to you?
Aw, don't be so apologetic. It's not such a big deal. It's not so tragic as all that.	That's alright. It'll be OK. Don't worry about it. It's nothing really. It doesn't matter. It wasn't serious.

VOCABULARY

apologize
forgive
clumsy
clumsiness

hurt

break
crack

bump into
run into
knock over
cause trouble

(1) INTENSIFIERS

terribly
awfully
truly
really

(2) REPAYMENT OFFERS

make it up to
repay
pay back

(3) ATTITUDES OF CONCERN

worry about it
think about it
blame yourself
mention it

(4) SELECTED ADJECTIVES

serious
bad
the end of the world
tragic
awful

GRAMMAR STRUCTURES

INTENSIFIERS: REALLY, AWFULLY, SO, ETC.

TWO-AND THREE-PART VERBS

FOR + GERUND + NOUN PHRASE (in APOLOGIES)
(Ex. "I apologize for losing your watch.")

"I'm sorry", a simple multi-purpose expression, can be used for apologizing right after something wrong. (Ex. "I'm sorry I'm late.") or later as part of a more formal apology. (Ex. worker in boss's office at 10 AM: "I'm sorry I was late this morning.") *** "I apologize" is usually used only in more formal, after-the-fact apologies. (Ex. "I apologize for being late today.") *** "I'm sorry" can also be used to offer condolences, while "I apologize", cannot be used for this purpose. *** Practice apologies in different situations. (See e., at right.)

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Listening passage.

b. Conversation circle:
Learners discuss when they have had to apologize or accept apologies in English.

c. Situational dialogue.

d. Substitution-correlation drill.

e. Situation-response practice:
Training Specialist presents a variety of situations for apologizing.
Ex. Guest breaks expensive vase at a formal reception.
Worker accidently spills a bucket of water on boss's feet.
Person forgets to include a friend in an activity.

f. Dialogue construction.

Reading and Writing:

a. Learners note or chart instances of apologizing or forgiving (see b. above).

b. Match written or oral apology with the situation described.

c. Reading passages.

INTERMEDIATE ESL

Course Number 702
Communication Objective 2

REPORTING THE PARTS OF EVENTS AND ACTION

SAMPLE LIFE SITUATIONS

- ** Over break, co-workers discuss a recent incident of two workers confronting each other, and resulting actions.
- ** Friends talk about a movie they have both but separately seen recently.
- ** A visitor to class tells how she and/or her family came to the United States and Chicago.
- ** A master chef describes to his cooking school students the steps and processes in making a delicious, favorite dish.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What was he doing when you saw him? Then what happened? And that's when Mr. Stevens came in, right?	At first, Jacobs was working like usual. Then, he started taking order forms and throwing them all around.
Wasn't it funny when the rock started rolling after him?	I liked it until the part where they started singing. I was bored at the beginning.
We were initially refused a visa because there was no sponsor for our family. But we kept trying to come. In the middle of 1975, when I was about to enter high school, we had to move because the city was going to rebuild our block.	When my parents left Taiwan, I had just started school. By the time they started their business, I was 8 years old.

TARGET SENTENCE PATTERNS

First, (1) they told me not to come.
The next month (2), I had to go to court.
Three weeks later, they closed the store.
I liked the part where/when he gave her that nice present.
What did he do to finish up (3)?

VOCABULARY

part
section

beginning
middle
end

page
chapter

(1) TRANSITION MARKERS

first
at first
next
then
right away
last

after that
the next thing you know
in the beginning
in the middle (of something)
finally

(2) TIME PERIODS

month
week
year

ten days
two weeks
19 years

time

(3) SELECTED VERBS

finish up
close
keep (doing)

start
begin

GRAMMAR STRUCTURES

ADVERBIAL and ADJECTIVAL CLAUSES with
WHEN, WHERE, HOW, WHO, THAT

ADJECTIVAL VERB FORMS: -ED vs. -ING
(Ex. "bored" vs. "boring")

ORDINAL NUMBERS

KEEP/START/GET + GERUND (VERB-ING)
(Ex. "Once he got going, he never stopped.")

PAST PERFECT
(Ex. "I had just arrived when you called.")

PAST PRESENT CONTINUOUS: HAD BEEN +VERB-ING

☞ Most verbs that express thoughts, feelings, etc. (ex. like, love, hate, enjoy, dislike, understand) take an animate subject. The object is the "stimulus" of the feelings. Ex. "I liked it." Some special "reverse" verbs take the "stimulus" as the subject: for example, bore, excite, impress, interest, please, confuse. Ex. "It interests me." *** "Reverse" verbs as adjectivals: With -ING ("It was interesting."), the stimulus is the subject. With -ED ("I was interested in it."), use an animate subject. Present examples to help learners see this regularity. *** By this objective, learners should be able to narrate anecdotes clearly (i.e. what happened in what order).

CLASSROOM NOTES

Course Number 702
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
b. Vocabulary expansion:
   vocabulary of the parts of events.
c. Substitution-correlation drill:
   With verbs of feelings, attitudes, etc. and parts of events.
d. Focused listening:
   1. Distinguish between positive and negative reports.
   2. Note which part is being discussed.
   3. Note particular words used.
e. Situation-response practice.
f. Problem-solving:
   1. Strip story--use English just learned to refer to story parts.
   2. Group collaboratives--each person or group has different information
      Ex. Putting a strip cartoon in order.

Reading and Writing:

a. Reading passages:
   Brochures of interest. Refer to parts.
b. Write (short) descriptions of events.
c. Language experience story.
d. Sentence combining:
   With personal narratives or other compositions.

INTERMEDIATE ESL

Course Number 702
Communication Objective 3

EXPRESSING REGRET AND SATISFACTION

SAMPLE LIFE SITUATIONS

** A witness summoned to court a third time expresses regret over having given the police his version of an accident months earlier.

** A fiancee and her parents discuss a wedding that was to be, but which ended up as a "disaster".

** A worker asked to do an extra assignment during overtime shows her pleased supervisor the completed work.

** Parents reading their child's report card express satisfaction with the grades, and with their decision to enroll the child in that special program.

TARGET SENTENCE PATTERNS

I wish I had known that before.
I wish we/you hadn't done that.
I'm sorry (that) he's leaving.
I think it was a big mistake (1) to ...
Why didn't you ask me first?
That is very good/nice.
This is just what I needed. (2)
I like (3) the way/how it turned out.
I would have done it earlier.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What/It's a shame! It's really a pity that.... There must have been a better way.	Too bad. I think it was a big mistake. I wish you hadn't done that. I'm not happy about how it went. I'll just have to live with it. I'm sorry I didn't speak up. I'm sorry I got involved.
I deeply regret my actions. You shouldn't have done that.	I wish I'd kept my mouth shut. You should have told him.
That'll do nicely.	It's/that's (just) fine. That'll do fine.
I'm perfectly satisfied with what you've done.	Is this what you wanted? Are they alright?
I'm pleased with the results you have achieved.	I'm happy about the way it looks. I would've done it differently.

763

VOCABULARY

too bad
terrible
awful

nice
great
fine

(1) ERRORS AND MISTAKES

big mistake
major error
grand mess
disaster (figuratively)
blunder
fiasco
hassle (informal)

(2) VERBS OF INTENTION (PAST)

need
want
mean
expect
have in mind

(3) VERBS OF SATISFACTION

like
enjoy
be pleased with
be happy about

764

GRAMMAR STRUCTURES

PAST PERFECT: HAD + PARTICIPLE

"WISH" STATEMENTS (PAST):
with PAST PERFECT
(Ex. "I wish there had been time.")
with COULD HAVE
(Ex. "I wish I could have been there.")

"WISH" STATEMENTS (PRESENT/FUTURE):
with SIMPLE PAST
(Ex. "I wish (that) I had more time today."
"I wish I didn't have to go.")

☞ The past perfect has been introduced previously. Accurate production can be expected in this course. *** Past wishes form sentences with past perfect; present and future wishes use simple past.

CLASSROOM NOTES

Course Number 702
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.
   Learners practice common patterns and vocabulary, then select their own content for additional strategies (b,c, and d. below).
b. Vocabulary expansion.
c. Substitution-correlation drill: with "wish".
d. Expansion drill:
   Ex. Add "It's too bad (that ...)."
   1. The time on the invitation was wrong.
   2. The groom didn't come.
   3. The rice stuck together.
e. Conversation.
f. Dialogue construction.
g. Interview:
   Learners ask questions of class guest(s): past decisions and experiences.

Reading and Writing:

a. Reading passages:
   Including situational dialogues.
b. Write about personal experiences, including those of class guest(s).

INTERMEDIATE ESL

Course Number 702
Communication Objective 4

EXPRESSING HOPE OR ANTICIPATION

SAMPLE LIFE SITUATIONS

- ** A group of people discusses the upcoming wedding of a co-worker or close mutual friend.
- ** Family members planning a picnic or other weekend activity watch the TV weather report, hoping for good weather.
- ** Workers who have heard rumors of possible layoffs at work express their feelings to each other.
- ** A brother and sister talk on the way to O'Hare to pick up their mother who is arriving from overseas.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Do you think it'll be a hot day? Sunny?	I hope so/not.
What do you think will happen with the economy?	I hope the elections will change all that. There's a good chance for an Independent victory. I hope that things get better. I wonder who will get there first.
	We're planning on a big party to welcome her.
I expect that they will have to make some layoffs soon.	It looks like there will be layoffs. I wonder what will happen.

TARGET SENTENCE PATTERNS

I hope we can go.
I can't wait.
She's looking forward to it.
We're counting on you.
I've (really) gotten excited (1) about next week.
I wonder what will happen.
We're planning on a big party.

VOCABULARY

hope
plan
expect
wonder

get better
get worse
improvement
(things) work out

(1) ANTICIPATORY EMOTIONS

excited

worried
concerned

VOCABULARY FOR WEDDING SITUATION

ceremony
reception

invitations
engagement

VOCABULARY FOR PICNIC ACTIVITY

plan in advance
(the weather) cooperates
chance (of rain)
partly cloudy/sunny

GRAMMAR STRUCTURES

HOPE + NOUN CLAUSE (with or without "THAT")

HOPE + SO/NOT

NOUN CLAUSES as SUBJECTS

☞ Review 403-10, Expressing Wishes and Desires, and 402-2, Expressing Hope, Disappointment, Satisfaction. *** Contrast the feelings expressed in this objective with 603-7, Expressing Fear or Worry, and Consoling. *** By now, learners should all be able to use with ease sentences with noun clauses as objects when they speak. If not, personalize strategies such as d. and e. (right).

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion:
    discuss pictures (TS or learners select) of things hoped for or anticipated.

c. Monologue: hopes.

d. Expansion drill.

e. Situation - response practice.

f. Dialogue construction.

Reading and Writing:

a. Language experience story.

b. Grammar practice.

Course Number 702
Communication Objective 4

INTERMEDIATE ESL

Course Number 702
Communication Objective 5

DESCRIBING OPTIONS OR ALTERNATIVES

SAMPLE LIFE SITUATIONS

- ** After submitting applications, a job applicant calls personnel offices to set up times for job interviews.
- ** A counselor suggest various means of obtaining financial aid to a returning adult college student.
- ** A parent questions the staff of several day care facilities to determine where to leave her child.
- ** A customer tries to arrange for a service call or delivery of an appliance at a time to fit his schedule.

SAMPLE LANGUAGE

Listening only	Listening and speaking
I can see you any day next week. What is convenient?	How about Tuesday morning?
Fine. Say ten o'clock?	Can we make it later? I can't make it at ten.
There are basically three different options to choose from.	So, I could either apply for a Pell grant and start in the spring, or pay for a few courses and start part-time now.
We're open from six-thirty a.m. to five o'clock. If you like, I could try to make special arrangements.	Could I pick her up at 5:15? I don't get out of work until 5. I could see if my sister can come earlier.
	If not, you could go on unemployment for a while.

Reading only

If you pay by mail, please return the card with your payment in the enclosed envelope.

TARGET SENTENCE PATTERNS

You might want to try something else.
Either you pay, or you can't come in.
It's up to you (to decide).
Or would you prefer Saturday?
You may find (1) it is easy.
One option (2) would be to leave now.
Another possibility (2) is staying home.
Then, again, one way (2) would be if John would go.

VOCABULARY

decide
decision
choose
choice
prefer
preference

consider
think about
make up one's mind
flexible

(1) SELECTED VERBS

find
discover

see
understand

(2) TYPES OF OPTIONS

option
alternative
way (out)

possibility
course of action

GRAMMAR STRUCTURES

WHAT IF + CLAUSE
(Ex. "What if I come tomorrow?")

HOW ABOUT + (POSSESSIVE) + VERB-ING
(Ex. "How about (your) sending him a note?")

CONDITIONAL + IF-CLAUSE
INFINITIVE PHRASES (Ex. "to send it")
GERUND PHRASES (Ex. "sending it")
FOR + INFINITIVE PHRASES
(Ex. "for John to go")

☞ Asking about options and alternatives (ex. "How about next Tuesday?") is one means of coming to an agreement with others. Review 502-2 and 502-5, Suggesting and Agreeing on a Course of Action, prior to teaching this objective. *** Learners must at least be able to understand options/alternatives presented to them. *** Two expressions to teach are "HOW ABOUT" (+gerund) and "WHAT IF" (+subject-verb-object). A combination, "HOW ABOUT IF" (+ subject-verb-object), is also commonly used. *** Refer to 803-9, Grammar Review: Conditional Tenses, for reading of IF-clauses.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle:
Personal choices learners have had to make.

c. Substitution-correlation drill.

d. Transformation drill.

e. Directed dialogue.

f. Dialogue construction.

g. Problem-solving.

h. Role play.

Reading and Writing:

a. Reading passages:
Advice or decision-making.

b. Multiple choice/Sentence completion:
Give learners IF-clauses. They select the completion they prefer from choices provided. Discuss in class. (Variation: Learners write their own completions.)

REPORTING THOUGHTS AND FEELINGS

SAMPLE LIFE SITUATIONS

** Newly arrived residents, or newly hired workers, talk to friends about their initial reactions to Chicago or their workplace.

** A couple plans to get married. Each person, however, has different ideas for the ceremony, which they discuss with friends.

** Workers attempt to identify reasons for personality conflict problems currently brewing at the workplace.

** A soap opera character describes his or her feelings and thoughts after the latest turn in the plot.

TARGET SENTENCE PATTERNS

(They said) She felt (1) pleased (2).
I think it's a good idea.
He must feel/think that Feldstein doesn't like him.
They said we wouldn't have any more problems if we could agree.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How did you feel when you first got here?	Well, at first, I felt kind of frightened and confused. I thought everyone was looking at me because I was different.
	She thinks we should have four bridesmaids, but I want a much smaller ceremony.
What's everyone so upset about? You all look so down in the dumps!	Jerry has been acting a little funny lately. I think it's the way Ed talks to him. He must feel terrible.
I'm so restless these days, Sandra. I feel like there is no longer any meaning in my life.	Everyone thinks the same thing. The boss seems angry about it. We felt it might be O.K.

VOCABULARY

feelings
emotions
thoughts
reaction

(1) VERBS OF REPORTING

feel
look
seem
sound
act

(2) ADJECTIVES OF EMOTION

amused
annoyed
anxious
bitter
cheerful
delighted
disappointed
envious
fearful
grouchy
jealous
moody
nervous
pleased
restless
troubled
upset
weary

775

776

GRAMMAR STRUCTURES

REPORTED SPEECH with SAY, TELL, ASK:
THAT-CLAUSES (Ex. "He says (that) he's upset.")
INFINITIVE PHRASES (Ex. "They told her not to worry.")

SEQUENCE OF TENSES:
(Ex. I feel O.K. about it." "He said he felt O.K. about it."

NOUN CLAUSES

PAST TENSE VERBS: (review)

The Training Specialist should review the grammar summary in 802-11. *** This is part of a series of objectives on the narrating/reporting function. (See 701-2 for list of the series.) *** Review 701-4 with the class. *** After this objective, learners should be 80% accurate in reporting an 8-15 word sentence starting with "He/She/They said" and using correct past tense forms. *** Give special attention to the vocabulary of commonly discussed emotions.

CLASSROOM NOTES

Course Number 702
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
Pairs of dialogues: the first, a conversation; the second, a report of what was said, thought and felt. (Also see a. and b. below.)

b. Sentence combining:
Report what was said.

c. Vocabulary expansion:
On feelings, thoughts, attitudes. and reactions to events.

d. Conversation circle:
To select topics for the interviews.

e. Interview:
1. Learners in threes, two conversing and the third, a "reporter".
2. Out-of-class interviews with people of interest in the community.

Reading and Writing:

a. Dictation:
Learners or TS transcribe what was said (from a., above).

b. Matching:
Match the printed or taped conversation to the corresponding short, written report.

Course Number 702
Communication Objective 7

REPORTING WHAT WAS DONE

SAMPLE LIFE SITUATIONS

- ** A worker tells his or her boss how she/he was able to accomplish a specially assigned task on the job.
- ** A person reports her educational background (i.e. schools attended, courses taken, etc.) to a vocational counselor.
- ** During an initial visit to a medical clinic, a parent reports his child's medical history (e.g. illnesses, inoculations).
- ** A resident attempting to obtain a visa for some relatives discusses with an INS official steps previously taken to that end.

TARGET SENTENCE PATTERNS

That was (already) taken care of.
They haven't done it yet.
That was done before.
The window was broken in first.
I told (1) him to do it, and he did.
She opened the mail an hour ago.

SAMPLE LANGUAGE

Listening only	Listening and speaking
How did you do? How did you know what to do?	I went and got the materials from supplies. Then I loaded them into the machine. I asked Harold for help.
	Usually, they fill the machine on Tuesdays. They didn't do it yet.
What kind of work experience do you have?	I was trained in Metallurgy in my country. My parents sent me to the best schools.
What vaccinations has your daughter had?	She's had her DPT booster shot. The doctor gave me a prescription.
	We've already sent in a letter of application. We did that 8 months ago.

VOCABULARY

do
change
take care of

(1) VERBS OF CAUSE/PERSUASION

tell
ask
convince
persuade
order
force
direct

GRAMMAR STRUCTURES

PASSIVES: BE + PARTICIPLE (Ex. "It was done.")
GET + PARTICIPLE (Ex. "It got done.")

CAUSATIVE: with HAVE (Ex. "I had him do it.")
with MAKE (Ex. "I made him do it.")

CAUSATIVE PASSIVE: HAVE + PARTICIPLE
(Ex. "I had it done.")

PRESENT PERFECT with ADVERBS "ALREADY", "NOT YET", "BEFORE", etc.

Several problematic forms of reporting events are taught in this objective: (1) Passive voice. The important form here is past passive. The WAS or WERE indicates the tense, whereas the participle is used for all passives. (See 803-10, Passive Voice.) *** (2) "GET" passive is taught here for the first time, although learners may have heard it used. Again, the past ("got") is most applicable to this objective. *** (3) Causative passive. The use of the auxiliary HAVE in this form is typically English; other languages use a different auxiliary.

CLASSROOM NOTES

Course Number 702
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   based on before-and-after pictures, per situations of interest to class.

b. Situational dialogue:
   Reporting what was done.

c. Repetition and Substitution drill.

d. Substitution table.

e. Situation-structure practice.

f. Dialogue construction:
   Information and vocabulary provided, learners make up sentences or dialogues.

g. Focused listening:
   Did the action referred to take place or not?
   Ex. 1. They shouldn't have done that.
   2. He was about to leave.
   3. He would have said "yes".

Reading and Writing:

a. Reading passages.

b. Situation-response practice:
   Read and discuss. Write out answers.

DESCRIBING AND REPORTING CAUSES

SAMPLE LIFE SITUATIONS

- ** Causes of and reasons for increased immigration are discussed on a television or radio program.
- ** A supervisor instructs his workers in new safety procedures, citing carelessness as the cause of recent mishaps.
- ** A driver describes a winter or nighttime automobile accident to the insurance agent investigating her claim.
- ** Learners read about what causes clouds, rain, snow, fog, and other weather conditions.

SAMPLE LANGUAGE

Listening only

Due to political unrest and economic uncertainty in their own countries, more and more immigrants are arriving in the USA.

And why did those accidents happen? Carelessness. People not paying attention to what they're doing.

Listening and speaking

What makes the economy so bad? They came because of the opportunities.

Well, I backed the truck up and I didn't see the post, so I hit it. And then the cases started falling.

They fell because he bumped them.

The brakes didn't work, and I hit the car in front of me.

Reading and Writing

When the relative humidity is high and the temperature is very cold, the water vapor crystallizes or freezes, which makes snow.

TARGET SENTENCE PATTERNS

Because (1) he didn't look, he had an accident.
When there is too much humidity, (then) there is either rain or snow or fog.
People who don't pay attention make trouble (2).
That made my car hit the other car.
It's because of worker carelessness.
As a result of (3) those problems, we have these conditions today.

VOCABULARY

cause (n)

(1) CONDITIONAL CONJUNCTIONS (INCLUDERS)

because
since
seeing as how

(2) RESULTS OF ACTIONS

A. make
create
cause (v)
lead to

B. accidents
trouble
problems

(3) CONDITIONAL PHRASE INTRODUCERS

as a result of
in response to
because of
due to

GRAMMAR STRUCTURES

IF - CLAUSES

ADJECTIVE CLAUSES WITH WHO, (THAT)
(Ex. "The car I was driving was old.")

CAUSATIVES: SUBJECT + MAKE + OBJECT + VERB
(Ex. "The bump made the box fall.")

CONJUNCTIONS for ADVERBIAL CLAUSES (INCLUDERS):
BECAUSE, SINCE, SEEING AS HOW, etc.

INTRODUCERS + NOUN PHRASE: BECAUSE OF, DUE TO, etc.
(Ex. "As a result of that problem,....")

Review and teach together with 701-10, Asking For and Giving Information. ***For expansion and/or teacher reference, see 803-11, Cause and Effect (Argument). ***Describing causes can play a role in Apologizing and Forgiving, 702-1 especially if the person being apologized to is not offering forgiveness very freely. ***Remind learners to use Passive Voice, or passive-like constructions (Ex. "It got broken.") to avoid indicating a specific agent or person when describing causes and when apologizing. ***Teach the conversational use of phrases like "That's right," "I know what you mean," or "That's a shame!" to indicate sympathy with the speaker's complaint, viewpoint, experience, etc.

CLASSROOM NOTES

Course Number 702
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Listening passages.

b. Vocabulary expansion.

c. Command-action sequence.

d. Situational dialogue.

e. Situation-response practice:
describe what happened, especially causes and results, in a short film.

f. Role play.

g. Game: If X, then Y:
Given a list of events, learners, in turn, must suggest that the event just named would cause some other event. (Some of these responses will be humorous.)

Reading and Writing:

a. Read newspaper reports.

b. Read work-related notices.

Course Number 702
Communication Objective 9

ENCOURAGING AND SYMPATHIZING

SAMPLE LIFE SITUATIONS

** Friends console someone who has just lost a job, or who has been unemployed for several months.
** A teacher encourages learners to use their English skills in personally selected real-life contact activities.
** A parent tells friends or co-workers how she encourages her children to do their best.
** A worker who has been bawled out gets sympathy and encouragement at lunch from fellow workers.

TARGET SENTENCE PATTERNS

Don't let it bother (1) you.
Come on (2A), you can do it.
(Won't you) (at least) Give it a try.
Things will work out (2B).
Why don't you (2C) try it again?
I know how you feel.
Have you tried (2D) getting expert advice?

SAMPLE LANGUAGE

Listening only	Listening and speaking
I don't think I'll be able to find another job.	Aw, come on. It's not the end of the world. You're not the only one. Don't worry about that.
Don't let it get you down.	You'll find another job. Things'll work out.
He drives me crazy.	Yeah, he drives me crazy, too. Don't let him bother you.
I know what you mean/what you're talking about.	I know how you feel. Well, I understand, because mine are the same way. That'd make me angry, too. I tell them, if you don't do your best, nobody else will.
If at first you don't succeed, try, try again. (proverb)	Give it a try, won't you? It won't hurt to try. All you have to do is try it. Have you tried doing it yourself? How about asking him again?

VOCABULARY

encourage
encouragement
try

(1) SELECTED VERBS OF EMOTIONS

bother
upset
disturb

(2) PHRASES OF ENCOURAGEMENT

A. go ahead
come on
try it
don't give up

B. get better
work out
improve
be fine

C. you should at least
all you have to do is
it won't hurt to
why don't you just
couldn't you

D. have you tried
have you thought about
would you consider
how about

GRAMMAR STRUCTURES

GERUND PHRASES as COMPLEMENTS after
TRY, CONSIDER, THINK ABOUT, and other verbs
(Ex. "Have you thought about asking for help?")

TAG QUESTIONS: WILL YOU?/WON'T YOU?

This objective cannot be fully learned in one lesson. After an introductory lesson, provide learners with situations and communication opportunities where they can offer and respond to expressions of encouragement and sympathy. *** Review 603-9, Recommending a Course of Action and other related objectives for further lesson ideas.

CLASSROOM NOTES

Course Number 702
Communication Objective 9

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   Instances of encouraging and sympathizing.

b. Dictation:
   Write selected phrases (from a.).

c. Situational dialogue.

d. Comment-response practice:
   Learners take turns making statements that will draw encouraging or sympathizing responses from others in class.

e. Real-life contact activities:
   Ask class guest to participate in activity d. (above) when it is practiced a second time.

f. Role play.

Reading and Writing:

a. Read dialogues.

b. Read "Dear Abby" columns with encouraging and sympathizing comments.

c. Write responses to letters requesting personal advise.

EXPRESSING ACCEPTANCE

SAMPLE LIFE SITUATIONS

** A patient who has just returned from the optometrist's office discusses with a friend her newly discovered need to wear glasses.
** Workers discuss their dislike for the piped-in music that the company president has ordered for the plant.
** A learner who missed by two days a deadline for a financial aid application plans to apply next semester.
** A person whose romance has just ended talks it over with a friend.

TARGET SENTENCE PATTERNS

Oh, well.
That's how it is (1).
You can't do anything about it.
There's nothing/not much we can do
to change (2) it (3).
We might as well face it (4).
What can you/I do (about it)?
We'll (just) have to live with it(4).

SAMPLE LANGUAGE

Listening only	Listening and Speaking
That's the way... the cookie crumbles. the ball bounces.	Oh, well. That's how it is. O.K. That's how it'll be. That's the way it goes sometimes.
Nothing can be done to change the way things are.	I'm sorry. There's nothing we can do about that.
I'd had my heart set on it.	It's hard to get used to. I don't have much choice, do I?
	We might as well face up to it...
It's meaningless to argue.	It does no good to fight it. We'll have to make the best of it.
You have to be realistic.	That's life. What can I do about it? What's done is done.

VOCABULARY

(1) STATES OF BEING

is
will be
is going to be
stands
goes

(2) CHANGES

change (it)
improve
make (it) different

(3) GENERIC REFERENTS (Nouns/Pronouns)

it
things
matters
(the) situation

(4) STATES OF ACCEPTANCE

face (it)
accept (it)
make do
wait
face up to (it)
live with (it)
put up with (it)
go along with (it)

GRAMMAR STRUCTURES

IT as a REFERENT FOR NOUN PHRASES

NOUN CLAUSES as COMPLEMENTS
WITH HOW (Ex. "That's how it goes.")
without THAT (EX. "I fear (that) it is too late.")

☞ With production of the Target Sentence Patterns a goal, Training Specialists should present materials and activities selected according to individual learners' needs. Learners can be asked to reorganize and select topics and situations from readings or from their own experiences.

CLASSROOM NOTES

Course Number 702
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogues:
multiple alternate dialogues, for different situations, all on "acceptance."

b. Focused listening:
Learners try to identify the speakers, where they are, and what they are expressing acceptance about.

c. Situation-structure practice.
With "We might as well..." and "We'll just have to..."

d. Situation-response practice.

e. Dialogue construction.

f. Role play.

g. Real-life contact activities.

Reading and Writing:

a. Reading passages:
Specially written stories, newspaper or magazine articles.

b. Controlled composition:
For grammar practice and personal expression.

UNDERSTANDING PRAISE AND CRITICISM

SAMPLE LIFE SITUATIONS

** A supervisor praises a worker's attitude, attendance, quality of work, etc.
** Co-workers criticize their supervisor for not praising them enough, or for not giving them enough hours.
** A refugee overhears sponsors or friends talking about his/her family and their attempts at acculturation in the USA.
** Paramedics comment on the useful first aid a relative or passerby administered to an accident, choking, or poisoning victim.

TARGET SENTENCE PATTERNS

It/That was (very) nice (1).
You're a great (1) cook (2).
(Do) you really think so (3)?
Thank you.
First, she says (to do) one thing
Then, she tells us/me (to do) something else (4).
It's not what I wanted (5).
I'm really sorry (about that).

SAMPLE LANGUAGE

Listening only	Listening and speaking
You're doing a good job. I wanted you to know that you've done very well since you started (working) here.	That was great! I'm really impressed. You're a very good cook, you know?
Not everyone gets along with the people they work with, you know.	It was excellent. I mean it.
You pick up on things very quickly, and you adapt well.	You really think so? Thank you.
That's really not the way to do that. I('ve) already told you.	First, she tells us to do one thing. Then, she changes her mind and says to do something else.
Why did you do it like that? That's really great! (sarcastic) I have a problem to discuss with you.	I can't understand it. It's not what I expected.

VOCABULARY

(1) ADJECTIVES: POSITIVE EVALUATIONS

great
super
(very) nice
fine
good
excellent
wonderful
the greatest

(2) ROLES PEOPLE FULFILL

(3) VERBS: EVALUATIONS, THOUGHTS

feel (that way)
think
mean (it)

(4) ALTERNATIVES, CHANGES (something...)

else
different
new
entirely different
completely different
unexpected

(5) VERBS OF INTENTIONS

mean(t)
want(ed)
expect(ed)
have (had) in mind
think (thought)
BE trying to do

GRAMMAR STRUCTURES

REPORTED SPEECH

ADJECTIVE CLAUSES

POST-NOMINAL ADJECTIVALS
(Ex. "Something different," "three incidents noted in your file".)

☞ This objective concentrates on listening and reading skills. *** Post-nominal adjective clauses are frequently used. Ex. "The work (that was) completed so far." Learners will need help understanding this structure in speech and in print. *** A modest response to statements of praise that use "I think," "I find," "I feel," etc., is "Do you really (think so)? "--without the verb. This use is restricted by the way the praise is worded and is somewhat formal.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
Discuss praise and criticism recently received or heard. Establish contexts, role of speakers, and actual language used.

b. Re-enact and tape record some of these incidents.

c. Vocabulary expansion.

d. Focused listening:
  1. Identify speakers, settings, and topics.
  2. Distinguish between praise and criticism (esp. sarcastic praise).
  3. Chart and mimic intonation patterns of praise and criticism/sarcasm.

e. Situation-response practice.

f. Role play.

Reading and Writing:

a. Reading passages.
Use passages relevant to learners' lives, where possible. This strategy may begin a lesson on this objective.

b. Read letters to the editor of news magazines or other publications.

c. Write letters of criticism or praise.

d. Keep a journal of language of criticizing and praising.

Course Number 703
Communication Objective 2

EXPRESSING CONFUSION OR CLARITY

SAMPLE LIFE SITUATIONS

- ** After receiving an assignment from the boss, a worker expresses whether she understands it or not.
- ** 'L' riders react with confusion after a special message is heard garbled over the public address system.
- ** A restaurant customer who has been given conflicting instructions does not know who or where to pay the check.
- ** A driver at a roadblock asks a police officer for clarification.

TARGET SENTENCE PATTERNS

What was that again?
I'm sorry, I didn't understand. (1A)
(Oh, now) I get it.
I don't understand (1A) at all.
I know (1) what (2) you mean (3).
I'm not sure (I know what you mean).
I didn't get the part about the check.

SAMPLE LANGUAGE

Listening only	Listening and Speaking
Do you understand me so far?	Perfectly.
Are you with me?	Not a hundred percent.
Is that clear?	More or less.
Do you follow me?	Yes. Go ahead.
Yup, got it.	Yes. I understand.
Sure thing.	O.K. I know what you mean.
D'ya understand?	Yeah, I think I know where it is.
D'you (Did you) understand that?	Now, I understand you. I still don't get it.
I have no idea what you mean.	I'm totally confused. I almost got it.
Get it straight. Let me straighten you out. Did you catch what he said?	Please, tell me what I'm supposed to do. I'm lost.

799

VOCABULARY

clear	confused
unclear	confusion

(1) "UNDERSTAND" AND SIMILAR VERBS

A. understand	get(it)	follow
B. know	see	

(2) RELATIVE PRONOUNS OR GENERIC TERMS

what	the place	which one
where	the corner	how high
when	the day	which way
who	the time	
why	the reason	

(3) COMMUNICATIVE INTENTIONS

mean	are saying are trying to say are talking about

800

GRAMMAR STRUCTURES

ADVERBS: STILL, NOT YET

NOUN CLAUSES with HOW, WHAT, WHERE, WHEN

NESTING (MULTIPLE EMBEDDING) OF CLAUSES
(Ex. "You mean him."
"I know who you mean."
"I think I know who you mean."

☞ The objective can be taught in conjunction with 701-10, Asking for and Giving Explanations, and with 703-3. *** For another note on noun clauses, see 802-10, Grammar Review: Adjective and Noun Clauses. *** Although no Reading and Writing Strategies are suggested, the objective can be taught for reading and writing skills as well.***Provide limited practice with multiple embedding of clauses. (See example above.)

CLASSROOM NOTES

Course Number 703
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle:
Learners discuss understanding and not understanding spoken English directed to them.

c. Vocabulary expansion:
Synonymous and opposite expressions for "i understand."

d. Focused listening:
Listen to conversations. Indicate whether the listener understood or not.

e. Substitution table.

f. Situation-response practice.

g. Substitution-correlation drills.

h. Situation-structure response:
Clauses with where/when/etc.

i. Game:
Small groups with one "Speaker" at a time. Others draw cards indicating degree of understanding. Players take turns expressing confusion or clarity, forcing the speaker to elaborate or re-explain.
NOTE: This game can be played with English speaking class guests.

CONFIRMING OR CLARIFYING INFORMATION

SAMPLE LIFE SITUATIONS

- ** Some new adult students try to find the testing area or classroom on the first night of class in a new school.
- ** An employee calls another worker to make sure she understands the map and directions to the company picnic.
- ** A parent calls the school to clarify the requirements for wearing gym or school uniforms or for writing tardy notes.
- ** A prospective worker tries to find out more about the commission payments offered by a direct sales company.

TARGET SENTENCE PATTERNS

Is/was that what you heard (1)?
That's the kind that you need, right?
So, we go left at the light.
Did you say half a dozen or a dozen?
Yes, exactly (2). That's correct (2B).

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Did you say just before or just after the gas station?
	Was that 7 or 7:30? That's what I heard, too.
First, you fill out the forms. Then, you go to the office for an interview with a counselor.	O.K. After we fill out the forms, we go to the office. Right? Is that right?
I'll have to buy a special suit for your daughter.	O.K. Special gym suit. Right. Is that the kind they sell at Wieboldt's?
Are you sure it wasn't 881-7725?	No, 7729. I'm positive. Yes, that's correct. Now you've got it.

VOCABULARY

(1) VERBS OF COMMUNICATION

hear
say
ask
understand
tell
explain
(he) told

(2) CONFIRMING OR CORRECTING PHRASES

A. Yes, right, exactly.
No, not quite.

B. perfect
great
(no) good
(not) correct
(not) right
(almost) it

GRAMMAR STRUCTURES

QUESTIONS: YES/NO
WH-QUESTION WORDS
EITHER/OR
TAG

ADJECTIVE CLAUSES with THAT
(Ex. "This is the kind (that) they need.")

☞ Help learners select and use questions and confirming expressions which are appropriate to particular situations. *** In the first strategy, learners can practice English expressions of confusion or clarity (703-2.) *** Reminder: an adjective clause is a clause that modifies a noun or noun clause.

CLASSROOM NOTES

Course Number 703
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   What information is being conveyed?
   Do you understand?

b. Situational dialogue.

c. Substitution table.

d. Situation-structure practice.

e. Situation-response practice.
   Listen to situation described; then ask questions to clarify or restate to confirm the information. Use cue cards as guides for this as a pair activity.

f. Problem-solving.

Reading and Writing:

a. Use same cues as in e. above.

b. Game:
   Rumors. Learners make up rumors about themselves or characters they've been reading about. Write these rumors into short memos and distribute around the class. Write responses to these notes, confirming or objecting to what was written. (This can also be done for oral skills development.)

EMPHASIZING AND DE-EMPHASIZING CERTAIN THINGS

SAMPLE LIFE SITUATIONS

- ** Two co-workers discuss the best way to complete a project assigned to them jointly.
- ** A TV chef describes preparation steps and ingredients for a special dish, some of which are optional.
- ** A worker who is complaining about a possible safety hazard is not sure the boss understands the problem.
- ** A boyfriend or girlfriend tries to talk the partner out of a planned activity, saying it is not so important to do.

TARGET SENTENCE PATTERNS

Be sure (1) to check your work.
It is not so much (2A) the hours.
It doesn't matter (2B) that much.
What matters (2B) is the human factor.
But we were invited! (intonation)
This is really important.
Some (3) parts of it are broken.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	Lift the other end. No, not that end. The other end.
I think we should each take half of the work.	I think so, too, as long as we check with each other.
Now, pay special attention to the pan. It must be well-coated with oil before you put in the eggs and cream mixture.	It's really important to have the oil hot. You can use any light oil. It doesn't matter that much.
There's no safety problem here.	But that cord gets in the way of our work. Can I show it to you?
	Being at home is more important. But is it that important?

VOCABULARY

emphasize
especially
stress (v)
special
extra

(1) EXPRESSIONS OF EMPHASIS

Be sure
Don't forget
Make sure
It's really important
You need
Take special care

(2) SOFTENING PHRASES (for de-emphasizing)

A. (be) not so much
(be) not exactly
(be) more than
go beyond

B. (not) matter (at all)
(not) make a difference
(not) be important
(not) count

(3) ADJECTIVES/DETERMINERS THAT FOCUS ATTENTION ON PARTS

certain
many
some
several
at least one

GRAMMAR STRUCTURES

EMPHATIC: DO, DOES, DID

DETERMINERS: ANY, EITHER, CERTAIN, SOME, etc.
(Ex. "Certain people do not agree.")

NOUN CLAUSES as SUBJECTS, COMPLEMENTS
(Ex. "I think that people should agree.")

INTENSIFIERS + ADJECTIVES/ADVERBS: SO, THAT, REALLY

GERUND and INFINITIVE PHRASES as SUBJECTS
(Ex. "Taking care of it", "To figure it out ")

☞ Contrast the use of do for emphasis and all other uses of do: as an auxiliary (Ex. "I don't care."), a main verb (Ex. "Do your homework."), or both (Ex. "I don't do windows."). Emphatic do is usually the loudest (most stressed) word in the sentence. ***In emphatic sentences with auxiliaries be, have, and modals (can, could, etc.), the auxiliary is often the loudest word in the sentence. ***Nominalization (making a sentence or idea into a clause, a gerund phrase or an infinitive phrase) is a grammatical device useful for emphasizing.

CLASSROOM NOTES

Course Number 703
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle:

c. Focused listening:
Select which of the choices heard are more emphatic.
Ex. a. He has to say, "No."
b. He does have to say, "No."

d. Transformation drill:
1. Use emphatic intonation.
2. Use nominalizations.

e. Situation-structure practice.

f. Repetition drill: intonation.

g. Situation-response practice.

h. Role play or debate.

i. Real-life contact activities:
Write down what English speakers say.

Reading and Writing:

a. Focused reading: see c above.

b. Transformation drill: written.

c. Memo writing practice.

INTERMEDIATE ESL

Course Number 703
Communication Objective 5

STATING A STRONG PREFERENCE

SAMPLE LIFE SITUATIONS

- ** One of two co-workers doing a joint project feels strongly about the procedures they follow to complete the job.
- ** Two married couples discuss their attitudes towards divorce, adultery, religious upbringing for their children, etc.
- ** Friends discuss how they would like to see a sports event, political race or economic conflict resolved.
- ** A restaurant owner conveys to customers that their check will be accepted only as a last resort.

TARGET SENTENCE PATTERNS

I'd rather (not) say.
I'd appreciate you doing your part of the job yourself.
We prefer (1) staying home.
He would like her to be quieter.
I (really) can't stand (1) that place.
I wish he would stop.
It would be better (2) if I could see you.

SAMPLE LANGUAGE

Listening only	Listening and speaking
	I think we'd better compare work.
It's terrible the way that people live today.	I wish my children would go to church more often.
Who do you want to win the World Cup?	I'm afraid that it'll be Argentina next time, but I really hope that Italy wins again.
I'm rooting for the Redskins.	It'd be great if Washington won.
For the best interest of everyone concerned, could you cash a check and then come back?	We prefer taking cash or a credit card. I'd rather not, but if a check is all you have, I will have to accept it.
If it's at all possible, I would like you to be quieter.	Would you mind? I just can't stand the noise.

VOCABULARY

compare
check (v)
take care of
accept
put up with

(1) VERBS OF PREFERENCES

prefer
like (better)
love
hate
can't stand

(2) REACTIONS (Adjectives or noun phrases)

nice
great
better
nicer
a big help
terrible
awful
(really) bad

GRAMMAR STRUCTURES

NOUN CLAUSES as OBJECTS: with (THAT), and VERBS of MENTAL ACTIVITY (Ex. "hate", "prefer", etc.)

INTENSIFIERS: REALLY, VERY, SO

SUPERLATIVES: THE BEST, THE BRIGHTEST, etc.

GERUND and INFINITIVE PHRASES as OBJECTS (selected verbs)

CONDITIONALS + IF-CLAUSES (with SUBJUNCTIVE) after WISH (Ex. "I wish you wouldn't.")

Review 701-6, Expressing Indifference or Disinterest, and contrast it with this objective. *** Grammarians differ in the names they use for grammar structures. So, the name given to a particular structure is less important than how the structure is regularly used in English sentences. Training Specialists should help ESL learners see these regularities. If structures are labeled for class presentation and practice, the TS should consult a reliable reference grammar such as the one by R.A. Close (see Bibliography, p. 538).

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Vocabulary expansion:
   With pictures of desirable and undesirable situations.

c. Substitution-correlation drill.

d. Conversation circle:
   Discuss preferences and choices. (Identify situations and vocabulary for the rest of the lesson.)

e. Situation-structure practice.

f. Situation-response practice.

g. Role play.

h. Problem-solving:
   Tasks like choosing the most essential equipment for desert survival, or deciding who to save, etc.

Reading and Writing:

a. Reading passages.

b. Real-life contact activities:
   In ads or advice columns, find statements of strong preference. Discuss in class.

DESCRIBING REGULARITIES AND EXCEPTIONS

SAMPLE LIFE SITUATIONS

- ** A personnel manager describes for new employees the company's policy and procedures for sick leave.
- ** A patient describes her normal diet to a physician investigating the causes of her ulcer.
- ** Co-workers who ride with another who is ill explain to their boss why they have been late this week.
- ** A store owner writes a note, and also speaks to customers, explaining short supplies due to a truck strike.

SAMPLE LANGUAGE

Listening only	Listening and speaking
You accrue sick leave at the rate of a day and a half per month.	They give you a day and a half sick leave every month. And it adds up if you're not sick.
When you are going to be sick call your supervisor between 8 and 8:30. If your supervisor is not in, leave a message.	What if you're too sick to call?
Why have you been late? That is unlike you. You are still expected to be here on time. Rules are rules.	Well, we always ride to work with Jorge, but he's been sick. So we have to take the bus.
What do you normally eat? I find that breakfast is a really important meal.	Usually a sandwich for lunch, and meat or chicken for dinner.
	The trucks didn't come last night like they're supposed to.

TARGET SENTENCE PATTERNS

It's the kind of thing you usually
see (1) on soap operas.
Are other elections like that?
She hasn't been sick since last year.
It gets too hot to touch.
If you turn on the switch, the machine
will start up.

VOCABULARY

have to
must
should
other
different
variety
same
alike

(1) COMMON VERBS FOR DESCRIBING REGULAR OCCURENCES

see
show
have
make
find
do
get
(etc.)

ADVERBS OF REGULARITY

every time
constantly
predictably
never
as usual
rarely
seldom
once in a while
hardly ever
not too often

GRAMMAR STRUCTURES

TOO + ADJECTIVE + TO + VERB
FOR + NOUN PHRASE
NOT + ADJECTIVE + ENOUGH (+TO + VERB)
SIMPLE PRESENT TENSE
PRESENT PERFECT TENSE
IF-CLAUSES (IF PRESENT, WILL)

Rules and regularities are sightly different things. Rules, in common usage, are prescriptions for or against certain behaviors. Man-made laws are an example. Regularities are descriptions of what happens, more like laws of nature Strategy a. (at right) could address either term. *** This objective expands considerably on what was taught in 403-9, Speculating, and Stating Assumptions. (Sample sentence: "The store will probably be closed for Easter.")

CLASSROOM NOTES

Course Number 703
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
Learners state rules where they work, or traffic laws, or proverbs. Training Specialist leads discussion on whether rules are always obeyed. (See Notes.)

b. Learners prepare statements of regularities, including prohibitions.

c. Focused listening:
Learners listen for statements of regular occurences. Comprehension questions.

d. Situational dialogue:
Same passage(s) as Focused Listening.

e. Situation-structure practice.

f. Situation-response practice:
Situations consist of information in chart or other abstract form. Learners must describe the regularity in English.

g. Real-life contact activities/Interview:
Learners ask people in the community about their work or lives; (Ex. A policeman might say, "What I do is ask them for their license. Then, I...")

Reading and Writing:

a. Reading passages, etc.

INTERMEDIATE ESL

Course Number 703
Communication Objective 7

NARRATING EVENTS

SAMPLE LIFE SITUATIONS

** Neighbors describe a break-in or small fire that took place while one resident, who works nights, was out.
** Television viewers tell a friend summaries of the soap operas so she can select a new one to watch.
** Workers report to the boss what happened when a co-worker got injured on the job.
** An immigrant describes how she came to the USA with her parents and family.

SAMPLE LANGUAGE

Listening only

Well, Ted was out at work. He works nights, ya know, and I was about ready to go to bed when I smelled this funny smell. And I didn't know where it was coming from, but it was like something was burning.

Listening or reading only

Tony wants Mary to go with him to his cabin for the weekend. She is upset because she has just learned she is carrying Mark's baby. Mark wants to tell his wife about his short affair with Mary, but she is away on business. Meanwhile, Mary has not told Mark yet about her pregnancy. (etc.)

Listening and speaking

I heard a noise about midnight coming from the alley behind the building.
It sounded like a chain breaking or a piece of metal.
It was more than five years ago now when my parents decided to come to the USA. Life in my country had become too difficult, and my father needed to get a better job to support us.

TARGET SENTENCE PATTERNS

It was (about) 4:30 (1) (or so).
I had been working hard all day.
Suddenly (2), I heard (3A) something.
It sounded (3B) like a shot.
By the time (4) I got there, it was too late.
I should/could/would have known better.

VOCABULARY

(1) TIMES OF THE DAY, WEEK, YEAR
4:00 (clock time)
Tuesday (day of the week)
mid-November (month of the year)
early afternoon (part of the day)

(2) TRANSITIONAL WORDS AND PHRASES (introducing sentences--"linkers")
suddenly
all of a sudden
little by little
finally
the next thing you know
before that
meanwhile
then
at that time

(3) VERBS OF PERCEPTION
A. hear saw smell
sense taste feel

B. sound smell seem
look feel be

(4) SUBORDINATING CONJUNCTIONS ("includers")
by the time (that)
when
since
(just as)
before
after
(just) as

GRAMMAR STRUCTURES

SIMPLE PAST TENSE: IRREGULAR VERBS
REGULAR VERBS

PAST CONTINUOUS and PAST PERFECT (CONTINUOUS)

PRESENT CONTINUOUS and PRESENT PERFECT (CONTINUOUS)

PAST MODALS: SHOULD HAVE (past obligation) + PARTICIPLE
WOULD HAVE (past intention) + PARTICIPLE
COULD HAVE (past possibility)+ PARTICIPLE

ADVERBIAL CLAUSES of TIME, PLACE

This is the last of a series of eight objectives at the 700 level that teach narrating and reporting. (The others are 701-2, 701-4, 701-9, 702-2, 702-6, 702-7, and 702-8. Learners should have developed solid functional English competency in telling others about present and past events and experiences of interest. *** See 803-9 for summary of modals and their meanings. *** Also review 602-6, Describing Related Actions or Events (Past) and 803-11, Adverbial Clauses.

CLASSROOM NOTES

Course Number 703
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Listening passages:
   1. Television or radio news or sports reports. Comprehension questions.
   2. Specially written stories read aloud.

b. Vocabulary expansion:
   Using pictures of events that are happening or are past.

c. Situation-structure practice:
   1. With adverbial clauses
   2. With past perfect and simple past.

d. Language experience story.

e. Strip stories.

f. Game:
   Fantastic story: in groups of 5 to 7 learners each write a sentence about some present (or past) event. Then each group arranges their sentences creatively into an uncanny or poetic story.

g. Interview:
   Learners each ask an English speaker they know to tell about an exciting, frightening, or happy day. Learners tell the stories later to the class.

Reading and Writing:

a. Postcard writing.

b. Controlled or free composition.

c. Focused reading:
   Read the sentences and decide if he did it or not.
   Ex. He didn't stay very long. (yes)
   He would have come if asked. (no)

Course Number 703
Communication Objective 8

PREDICTING EVENTS OR STATES

SAMPLE LIFE SITUATIONS

** A tenant/contractor tells his/her landlord of possible greater problems if a small roof leak is not fixed soon.
** Two people discuss what might happen if a mutual friend with a large family cannot find another job.
** A foreman reports to his supervisor as to when his crew will finish a stage of a construction project.
** A physician describes the expected effects of a drug in relieving painful symptoms.

TARGET SENTENCE PATTERNS

I bet (1) they'll be here in less than an hour.
We should be through soon.
It'll take between a week and 10 days.
I expect them to be here soon.
There's a good chance that they'll quit.
You'll probably have to take a day off.
The next (2) day (after that), you will go back to work.

SAMPLE LANGUAGE

Listening only	Listening and speaking
Another rain storm, and you'll have one major leak on your hands. Soon you'll see more and deeper cracks on the wall.	What'll happen if we wait? What would happen if we waited?
Although things are rough now, they'll get better as time goes by. Just wait and see.	They'll probably go on welfare for a while, but they won't stay that way because Mohan is very proud.
How much longer will it take?	We should be finished in another 2 or 3 hours.
You'll begin to feel a bit drowsy because of the drug.	You could probably go to work.
Analysts are predicting a further decline in her popularity.	I can tell: she's not going to make it this time.

VOCABULARY

through, done (= finished)

(1) VERBS OF PREDICTING

predict
bet
tend to think
think
guess
expect
say

(2) SELECTED ADJECTIVES (of sequence)

next
following

GRAMMAR STRUCTURES

VERB + OBJECT + TO + VERB (INFINITIVE PHRASE):
with WANT, EXPECT, PLAN FOR
(Ex. "I expect them to move next month.")

FUTURE TIME VERB FORMS: SIMPLE PRESENT, WILL-FUTURE, GOING TO FUTURE

MODALS: SHOULD, MIGHT, COULD

Predicting is talking about future events or states which are likely and expected to develop but which are not 100% certain to occur. A prediction is less certain than a warning, but more certain than a speculation or a guess. *** The Sample Language (above) all answers predictory from the present to the future. Other times can be used, e.g. from the far past to the nearer past ("He told me I'd be better within a week"). Note the sequence of tenses.

CLASSROOM NOTES

Course Number 703
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle:
   Discuss future events and their likelihood of occurring.
   Ex. When a building under construction will be completed.
   Who will attend class the next day/module.
   When a class member will find a better job.

c. Situation-response practice.

d. Game:
   Any game, modified so that successful predictions of other players' moves are rewarded.

e. Song:
   "That'll Be the Day" by Chuck Berry, or other selection.

Reading and Writing:

a. Reading passages:
   1. Horoscopes.
   2. Newspaper medical advice columns.
   3. Short stories.
   4. Charts showing economic or population trends.

b. Language experience story.

INTERMEDIATE ESL

Course Number /03
Communication Objective 9

UNDERSTANDING AND STATING THE MAIN IDEA

SAMPLE LIFE SITUATIONS

- ** Co-workers/friends discuss the main idea of a recent "60 Minutes" segment on an interesting topic.
- ** Vocational students share notes in order to understand the content of an instructor's lectures.
- ** Workers read and discuss a long memo at work.
- ** Learners summarize a reading passage about the culture of the U.S.A.

TARGET SENTENCE PATTERNS

What was it about?
They're trying to say that US culture is a blending of other cultures.
This is something new (1).
It's a memo saying (2), "Work harder."
What it said (2) was that there are new rules now for punching in.
So (3), the forms have to be included.

SAMPLE LANGUAGE

Listening only	Listening and speaking
What do you think the main point was in the article? What was the author's central idea? Why did he write it?	I thought it was saying that depression is a physical and a psychological problem.
What was the lecture about? What's the story? What did he say this time?	Oh, he said a lot of things but he mostly said that we have to follow all the safety rules when we work.
What do they have to say in that memo?	(I think) They're trying to say we won't get overtime unless we apply for it three days in advance.
Not only do you have to follow directions; you have to be able to ask clarifying questions.	What they said was that some older Americans are happy to be old.
How'd you come up with that?	Basically, it's a pretty happy story. It says so right here.

VOCABULARY

mostly
mainly
generally
try
main
major
central
idea
point

(1) SELECTED ADJECTIVES (after "something")

new
old
strange
important
typical
interesting
ridiculous
outrageous

(2) VERBS OF COMMUNICATION

say
announce
explain
ask
express (+ object)
tell (+ 2 objects)
summarize
report

(3) LOGICAL CONCLUSIONS

so
therefore
thus
this means that
that indicates that
this would suggest that
basically

GRAMMAR STRUCTURES

"SOMETHING" + ADJECTIVE MODIFIER
(Ex. "Now here's something interesting.")

POST-NOMINAL MODIFIERS:
GERUND PHRASES (Ex. "Here's a note saying...")
INFINITIVE PHRASES (Ex. "It's a story to read at night.")

INVERTOR: "NOT ONLY" (Ex. "He went." -- "Not only did he go, he also took his wife.")

☞ For all learners, this objective should further develop skills in Confirming and Clarifying Information (703-3). These skills are needed for discussing and expressing what the main idea is. *** For certain learners, specific skills in extracting the main idea from an oral or written text need to be developed. For these learners, not only English but also certain thinking skills need to be taught. Refer to Contact: USA (Prentice-Hall) and pertinent Sections of CUSI: Intermediate (ABE/GED) Curriculum Guide.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Listening passages:
With multiple choice comprehension questions.

b. Situational dialogue.

c. Question-answer drill.

d. Substitution and Expansion drills.

e. Focused listening:
Understand the main idea. Select from written options.

f. Sentence combining.

g. Debate: In groups. Selected learners summarize at the end.

Reading and Writing:

a. Reading passages:
1. Read and select the main idea from choices.
2. Read, and state the main idea (in pairs or groups).

b. Controlled composition.

SUMMARIZING, CONCLUDING AND CLOSING

SAMPLE LIFE SITUATIONS

** After a long interview with a public aid case worker, the client and worker summarize what will happen next and what to do.
** A participant at a meeting summarizes the previous points of the discussion before offering his/her own ideas and suggestions.
** Friends who meet on the street discuss personal and social news, but one must leave, since his/her bus is coming.
** A former co-worker visiting the work place engages a group of workers in conversation until lunch break is over and they must return to work.

TARGET SENTENCE PATTERNS

So (1), that means we don't have to come on Saturday.
So you see (1), it's been a hard two years.
He's saying it's important to register to vote if you can.
I think that's it (2).
I'd better go now (3). Thanks for everything.

SAMPLE LANGUAGE

Listening only	Listening and Speaking
	OK, what I'm supposed to do is keep the supply bin full. Is that right?
Anyway, he finally decided to bake the cake himself.	So you mean he did it himself. So that means you're not coming.
Well, that about wraps it up. That's about all for now.	
Well I won't keep you any longer.	It's been good talking to you. Would you excuse me, please? Well, I have to run.... I'll let you go.
Is there anything else, Mr. Romero?	Thank you for your time. Excuse me, but I really must leave now. (It's been) Nice talking with you. It's been nice.

VOCABULARY

discuss(ed)
hear(d)
see (saw)
let (=allow)
conclude
summarize
wrap up (=close)
mean (v)

(1) SUMMARIZING AND CONCLUDING PHRASES

to summarize
summing up
to put it into a few words
in short
in brief
so (finally)
in the end
all in all
in a nutshell

(2) NOUNS/PRONOUNS

it
all
everything
the whole story

(3) CLOSERS

well...
talk to you later
I'd better go now
I must be going
nice talking with you
I have to run

GRAMMAR STRUCTURES

NOUN CLAUSES as SUBJECTS (Ex. "What happened was worse than that.")

HAD BETTER + VERB (Ex. "You'd better finish.")

INFINITIVE and GERUND PHRASES as COMPLEMENTS
(Ex. "It's good to hear from you."
"It's been nice working for you.")

The three aspects of conversation taught here--summarizing, concluding, and closing--occur frequently. The phrase lists for each aspect should be used with attention to the appropriateness of the each expression to particular situations. For example, "Well, I have to go." is probably too abrupt and informal for leaving a job interview. *** A good resource for this and other objectives is Gambits by Keller and Warner (see Appendix H, p. 541); it contains ideas for conversational activities. *** Other life situations for this objective could be telephone conversations, social visits, or at work.

CLASSROOM NOTES

Course Number 703
Communication Objective 10

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
Listen to situational conversations and identify the purpose(s) of communication (e.g. summarizing, concluding) and the phrases, expressions, vocabulary and structures used.

b. Listen and summarize:
1. First, learners listen, take notes, and discuss vocabulary of several short passages (oral: taped, or read aloud).
2. Then learners listen again, working in pairs, and prepare summaries of each passage.
3. Learners, using a list of helpful phrases or expressions for summarizing, present their summaries to the class.

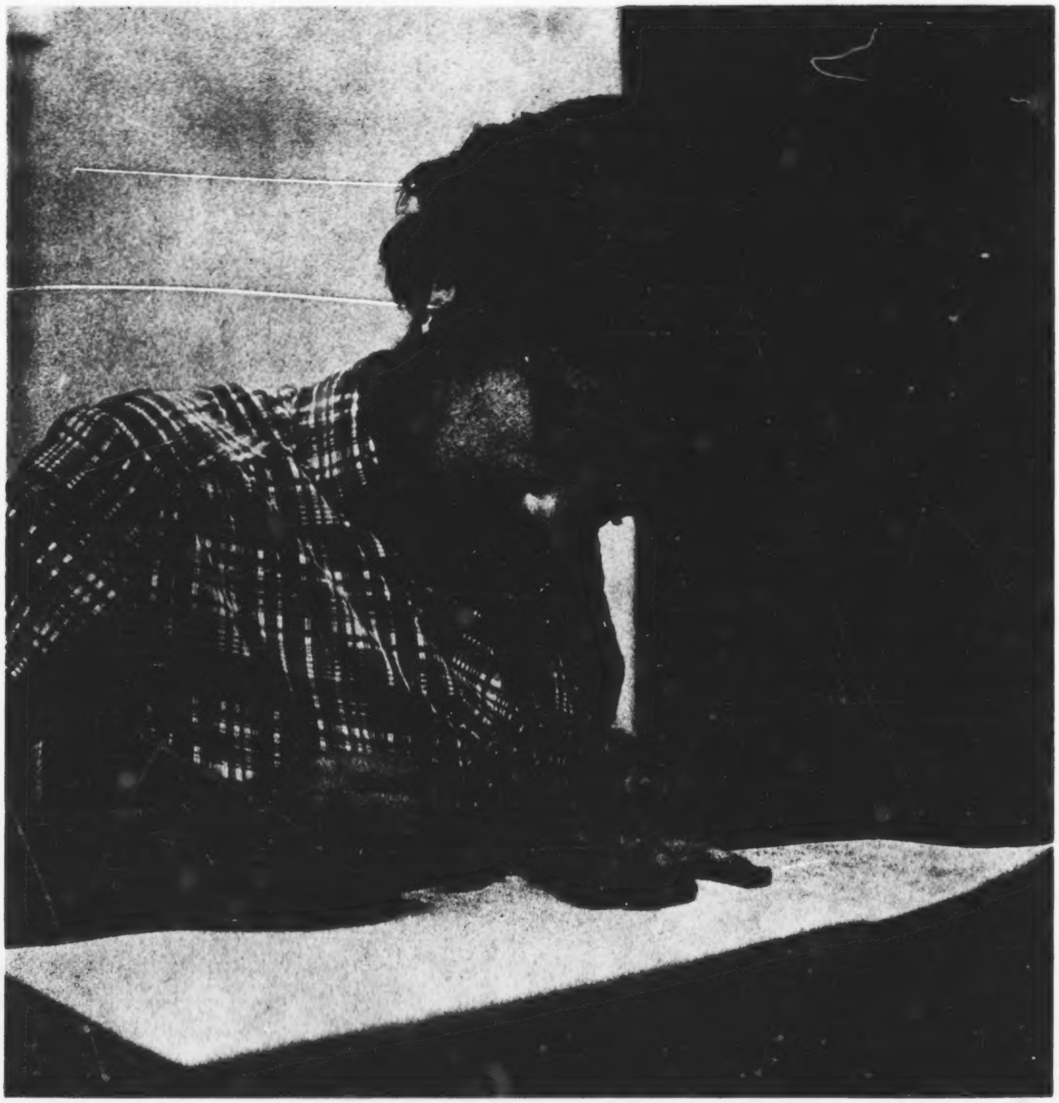
c. Vocabulary expansion:
Develop a list of commonly used expressions for summarizing, concluding and closing conversations.

d. Conversation circle:
How do you close a conversation?

e. Role play.

f. Game: Summary contest.
All learners prepare a short story they can tell the class. As the first one tells his/her story, three designated learners take notes and then summarize the story. The best summarizer of the three tells his/her story next. Rotate roles until all have told their story and practiced summarizing.

PRE–ADVANCED
ESL



Courses 801–803

PRE-ADVANCED ESL

Courses 801-802-803

Objectives

Course 801

1. Opening a Conversation
2. Clarifying a Point (Conversation)
3. Understanding Job Announcements
4. Getting Something Repaired or Exchanged
5. Understanding Vocabulary in Context
6. Identifying the Main Idea
7. Identifying the Relationship Between Speakers
8. Writing Memos, Notes and Orders
9. Grammar Review: Basic Transformations
10. Grammar Review: Present and Future Tenses
11. Grammar Review: Determiners and Modifiers of Nouns

Course 802

1. Adding or Relating Two or More Ideas (Conversation)
2. Expressing Opinion, Fact, or Uncertainty
3. Performing on a Job Interview
4. Understanding Checks, Bills and Contracts
5. Understanding Reference (Between Sentences)
6. Identifying Specific Information
7. Distinguishing Among Offers, Requests and Suggestions
8. Writing Narratives and Descriptions
9. Grammar Review: Past Tenses
10. Grammar Review: Adjective and Noun Clauses
11. Grammar Review: Reported Speech

Course 803

1. Comparing, Contrasting, Agreeing, Objecting (Conversation)
2. Summarizing or Closing a Conversation
3. Discussing Community Resources
4. Learning About Employment Conditions
5. Predicting Content and Inferring Meanings
6. Identifying Purpose and Audience
7. Improving Listening and Pronunciation
8. Expressing Cause and Effect (Argument)
9. Grammar Review: Conditional Tenses
10. Grammar Review: Passive Voice
11. Grammar Review: Adverbial Clauses

OPENING A CONVERSATION

SAMPLE SITUATIONS

**A caller phones the local office of the Illinois Division of Unemployment Insurance to get information.

**A caller wants to set up an appointment at a local public health clinic.

**A speaker interrupts two chatting saleswomen in a department store to inquire about the cost of an item.

**A worker begins a conversation with his supervisor about some problems they've been having.

VOCABULARY

discuss
start
talk about
interest
point of view
topic
perspective
relate to
deal with

SAMPLE LANGUAGE

I'd like to know where I can get more information about unemployment.
I have a question about my check.
What I'd like to know is whether we'll get paid soon.

I'm calling about setting up an appointment with a doctor.

Excuse me for interrupting, but.....
I'd like to know how much this book costs.

Is this a good time to talk about problems we've had?
I heard that we had a department meeting last week when I was gone.
In my opinion, the best thing to do to improve production is to improve the benefits.

GRAMMAR STRUCTURES

MODALS: CAN, COULD, WOULD (LIKE)

EMBEDDED REQUESTS

WH-WORD + SUBJECT + VERB (Ex. "Which man came?")

PREPOSITIONS + GERUND
(EXCEPT "TO" + SIMPLE FORM)

☞ Conversation openers occur after greetings; there may be more openers later in the conversation for different aspects of the topic or newly introduced topics.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Expansion drills:
   1. Add openers before statements.

c. Transformation drills: embedded requests.
   Ex: TS: What are your hours?
   CL: Could you tell me what your hours are? etc.

d. Situational practice.

e. Role play.

f. Real-life contact activities:
   1. Have learners observe the natural conversation openers used by native speakers.
   2. Have learners record which openers are used for purposes of opening topics, changing topics and making requests.

g. Debate.

Reading and Writing:

a. Reading passages.

b. Controlled composition.

PRE-ADVANCED ESL

Course Number 801
Communication Objective 2

CLARIFYING A POINT (Conversation)

SAMPLE SITUATIONS

**A job interviewer checks what the interviewer said before responding.

**A learner corrects him/herself and re-explains the point to classmates.

**A worker gives supporting reasons for saying something during a discussion with co-workers.

**A speaker restates what other person says.

VOCABULARY

clarify
misunderstand
mean
reason
straight (=clear)
clear up (something)

841

SAMPLE LANGUAGE

You said you needed someone for the second shift, didn't you?

Did I hear that right? We don't get paid until the seventh or eighth week after we start?

Are you saying that the company doesn't offer any benefits?

What I really meant is that I never lie to hurt anyone.

What I'm trying to say is .....

Don't get me wrong ....

The main reason is that my check was delayed in the mail.

Seeing as how we don't have the right parts to fix the regulator, let's work on the roller machine instead.

In other words, not much has been done about it.

Look, let's get this straight .....

That's not what I said at all.

What I really said is/was .....

What I've been telling you all along is .....

842

GRAMMAR STRUCTURES

CLAUSES WITH "THAT" and "WHAT"
TAG QUESTIONS
YES/NO QUESTIONS
NEGATIVE STRUCTURES

☞ Expressions of clarification should be taught with communication games. They should provide learners with suggested topics and comments as well as suggested expressions and situations. After considering samples, learners should be helped to develop their own examples, those which are appropriate to a variety of situations.

CLASSROOM NOTES

Course Number 801
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogue.

b. Interview.

c. Conversation circle:
taking and explaining an extreme position.
Ex. "I never lie."

d. Situation response practice:
answering accusations.
Ex. "You didn't pay a bill."

e. "Defend yourself" activity.
The object of this activity is to have learners assertively use clarifying skills to "fight back." Have each learner write down what s/he did. The classmate retells the story incorporating some mistakes. The learner must defend him/herself.

Ex. That's not what I said (at all).
You must have misunderstood me.
What I really said is ....
What I've been telling you all along is ...
Look, let's get this straight, I said...

f. Role play.

UNDERSTANDING JOB ANNOUNCEMENTS

SAMPLE SITUATIONS

- ** A learner reads job postings on a bulletin board.
- ** A worker looks for a job in the classified ads section of a local newspaper.
- ** A recent graduate fills out an application form at a job service-type agency.
- ** An applicant is given a job description during an interview.

SAMPLE LANGUAGE

Listening only

On that job, you have to ....
Your responsibilities are to .....
The hours are part-time, six days a week.

Reading only

3 yrs. Exp.
No exper. nec.
Exp. only need apply, refs.

2nd shift
$5+/hr., $5.00 per hr.

Salary commensurate with experience.
w/plumbing exp.

FT/PT
Hrly rate

VOCABULARY

(1) ABBREVIATIONS OF TIME

FT/PT
yr.
yrs.
per mo.
per hr.
Hrly rate

(2) WORK QUALIFICATIONS

refs.
w/plumbing exp.
exper.
exp'd

posted, opening, available, seeking, qualified, flexible, starting date, benefits

GRAMMAR STRUCTURES

WORD ENDINGS
(Ex. negotiate/negotiable;
qualified/qualifications)

☞ Abbreviations in job announcements in newspapers are not truly standardized. Several versions of an abbreviation may need to be taught or explained. For additional structures and vocabulary related to this objective, see objectives 303-1, 401-4, 501-6, 503-[illegible], 701-2.

CLASSROOM NOTES

Course Number 801
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   discuss learners' own jobs.

b. Conversation circle:
   1. Discuss learner's experience.
   2. Discuss job duties and qualifications.

c. Interview: pair activity.

d. Fill-in: application forms.
   Have learners concentrate on the "employment history" section of the application forms.

e. Problem-solving:
   1. Give learners sheets which describe applicants' education, employment history and education.
   2. Learners must read the job ads in the newspaper and match jobs to applicants.
   3. Learners share their choices with each other.

Reading and Writing:

a. Focused reading: want ads.

b. Abbreviations.

GETTING SOMETHING REPAIRED OR EXCHANGED

SAMPLE SITUATIONS

**A worker explains the malfunctioning part of a machine to a repairman.

**A neighbor asks a friend where to get something repaired.

**A customer exchanges clothing at a department store.

**A customer returns spoiled food to a grocery store. The customer wants a refund.

VOCABULARY

defective/defect
broken
twisted
faulty
incorrect
rip/ripped
spot/spotted
stain/stained
drip/dripping
leak/leaking
receipt
exchange
return
repair (n or v)
fix up
adjust/adjustment

849

SAMPLE LANGUAGE

Listening and speaking

I'd like to return/exchange this.
It's ripped on the seam.
It has a bad spot.

It's dripping. It drips.
Whenever you turn it on.
Everytime you plug it in.

Can you give me an estimate for repairing this?

I don't want to exchange it; I want a refund.
Here's the receipt. I bought it yesterday.
Should I return these shoes to the store, or take them to a shoemaker for repairs?

Is the manager in now? When will he be in?

850

GRAMMAR STRUCTURES

WH - EVER COMPOUNDS
(Ex. "Whenever")

EVERY/ANY - COMPOUNDS

PAST PARTICIPLES AS ADJECTIVES

GERUNDS AS ADJECTIVES

☞ Certain clothing items, once opened, cannot be exchanged or returned at most stores, such as panty hose and underwear. For other consumer siutations, grammar, and vocabulary, refer to previous lessons including 202-5, 202-6, 202-7, 203-10; 301-9, 301-11; 401-1, 401-2, 401-3; 501-3, 502-6, 601-1, 601-2, and 601-5.

CLASSROOM NOTES

Course Number 801
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
    learners' experiences as consumers.
b. Vocabulary expansion:
    items and parts.
c. Role play.
d. Real-life contact activities:
    1. Have learners try and return items that they have purchased.*
    2. Learners must report the experience back to the class.
e. Dialogue construction.

Reading and Writing:

a. Focused reading:
    1. Have learners read a variety of appliance and utensil warranties.
    2. Learners must discuss similarities and differences.
b. Learners use the Yellow Pages.

*Learners may be asked to inquire about the conditions for returning items: information collected is compared.

UNDERSTANDING VOCABULARY IN CONTEXT

SAMPLE SITUATIONS

**A worker hears a new word used by co-workers during a casual conversation.

**While listening to the radio, a homemaker hears language that is unfamiliar.

**While relaxing in a bar, friends watch a fast talking news reporter on television.

**A worker sees a new word in his company's employee handbook.

VOCABULARY

noun	is the same thing as
adjective	means that
verb	meaning
clues	refers to
context	in addition to
guess	
predict	
the kind of	
a type of	is like
the same as	like a

SAMPLE EXERCISES

Listening only

That carburetor is on the fritz again. This is the third time in a month that this has happened. Everytime the weather gets lousy, the car doesn't work,.....

(What does on the fritz mean?)

Reading only

Choose the best response:
"The program provides training for entry-level jobs in industry and technology."

Question: (What does entry mean?)
1) first level 2) doorway 3) for immigrants

Sample teaching point:

If you know what Y means, you can know what X means in sentence like:

"X, that is Y, ..."
"X, or as some people call it, Y, ... "
"X, for example Y, ..."
"X, as opposed to Y, ... "

GRAMMAR STRUCTURES

As appropriate.

☞ The ability to understand vocabulary in context is a holistic reading and listening skill that is learned through practice. Since there will always be new words to understand, learners should be taught a strategy or strategies that they can use when encountering unknown vocabulary. They should not merely be taught the meanings of words.

CLASSROOM NOTES

Course Number 801
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   Cloze listening exercises to help learners anticipate and predict language.

b. Vocabulary expansion:
   intensive reading exercises.

c. Problem solving:
   Topic/purpose identification for predicting content.

d. Question-answer drill:
   strategies to isolate clues to meaning.

Reading and Writing:

a. Cloze: passages to encourage hypothesizing.

b. Intensive reading exercises.

c. Focused reading:
   Exercises for vocabulary expansion.

Course Number 801
Communication Objective 6

IDENTIFYING THE MAIN IDEA

SAMPLE SITUATIONS

- ** A friend wants to talk about a magazine article she has read.
- ** An applicant reports a job interview to an employment counselor.
- ** A learner takes notes and summarizes the main ideas of a class lecture or presentation.
- ** A worker writes a memo or a production report to his supervisor.

VOCABULARY

really
basically
in essence
the most important
so

general
main thrust
the gist
core

thus
therefore
central
general

SAMPLE EXERCISES

Listening only

After class conversation or debate on a topic of interest, invite learners to try to write down, then state some of the main ideas that were discussed or presented.

Ex. Basically, Tuyet felt that refugees can solve many of their problems by themselves now.

Reading only

Read the paragraph and choose the main idea.

GRAMMAR STRUCTURES

REPORTED SPEECH

NOUN CLAUSES as SUBJECTS
(Ex. "What they're saying is....")

This skill is holistic; it demands the processing and interpreting of language heard or read by the learner. Main ideas are not necessarily conclusions. Often they are sub-textual (not in the words used), so hypothesizing and interpreting must be taught.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening: listening passages.
   1. Restatement.
   2. Multiple choice.
   3. Class discussion.

b. Examples of main idea.

c. Interview.

Reading and Writing:

a. Focused reading: passages.
   1. Multiple choice.
   2. Class discussion.

b. Matching main ideas to statements and passages.

IDENTIFYING THE RELATIONSHIP BETWEEN SPEAKERS

SAMPLE SITUATIONS

**A person retells the same story to her boss, her friend, her sister. How does the story differ at each retelling?

**There is a very heated classroom discussion taking place. Suddenly, a stranger, a visitor, enters the room. How do the learners change the manner of their speaking?

**A story teller comes to the library regularly to read stories to the children. The younger children, ages 4-5, come at 10:00 a.m.; ages 6-8 come at 11:30 a.m. and ages 9-11 come at 1:00 p.m. Does the storyteller tell each group the same story?

**Learners select reading materials and songs they want to present based on "audience" factors.

VOCABULARY

stranger
friend
neighbor

boss
worker

status
power
inferior
superior
courtesy
respect

knowledge
technical

formal
informal

861

SAMPLE EXERCISES

Listening and Speaking

Compare:
They already did it.

The job was already completed.
(different levels of formality)

Reading and writing

Use question/answer exercises about what the writer probably assumes the readers know, for example, newspaper stories based on ongoing events.

862

GRAMMAR STRUCTURES

As appropriate.

☞ It is a fact that almost all speakers and writers vary their language according to whom they are addressing. Give attention to structures that can indicate relationships between speakers, and styles of speech, for example, formal versus informal. Ex. Passive voice vs. active voice; noun clauses in reported speech (ex. "What he said was...."); if-clauses in requests (ex. "Would you mind if I asked you if you could...?"); etc.

CLASSROOM NOTES

Course Number 801
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   review vocabulary of relationships between people (401-1, 502-6, 601-4).

b. Focused listening:
   1. Learners listen to dialogues with the same topic but different speakers.
   2. Class discussion.

c. Complete or change dialogues for a particular style, for example, stranger-stranger or friend-friend.

Reading and Writing:

a. Reading passages:
   identify what the writer assumes about the audience.

b. Situation-response practice:
   write the same note to different people and under different conditions.
   Ex. You will be moving in 2 months.
   Inform your landlord.
   The payroll office at work.
   A former teacher. Your clergyman.
   The post office, etc.

WRITING, MEMOS, NOTES, AND ORDERS

SAMPLE SITUATIONS

**A customer wishes to order from a mail order catalogue.

**A consumer wants to write for free information. He writes a short personal letter.

**A person visits a friend or co-worker when not home. He leaves a note.

**A homemaker makes a shopping list.

VOCABULARY

remember
forget
need
want
like

appointment
meeting
list

postage
shipping and handling

quantity
color

weight (wt.)
number (no.)

SAMPLE LANGUAGE

I'd like to/I want to.......

Could you please....?

Please remember to.....

Don't forget to.....

I need (to have)......

Shopping list

____

____

____

____

I came by to see you, but you weren't here.

Stopped by at 6:30. No one home.

Call me at 561-7200.

GRAMMAR STRUCTURES

As needed.

The strategies can be used again and again in different sequences and for writing practice for this objective in several lessons throughout the course. For example, notes can be written to

- say what you wanted, when you came, etc.
- ask him/her to call you.
- say when you are available to meet or talk.

Shopping lists could be done for special occasions.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Writing, Speaking and Reading:

a. Present examples of notes, memos, orders.

b. Conversation circle:
   why, when, to whom to write,
   write, notes; what to order.

c. Write notes, orders after models.

d. Correct or improve on notes/orders that the learners have done independently.

e. Situational practice: discuss and write.

f. Assignments for grammar/vocabulary practice.

g. Free note writing: in class.

h. Real-life contact activities:
   1. Report back to class after merchandise ordered has been received.
   2. Write notes to co-workers, family members, friends, as appropriate.

i. (Optional) Establish a no-talking time when communication in class is by reading and writing only.

Course Number 801
Grammar Objective 9

GRAMMAR REVIEW: BASIC TRANSFORMATIONS

GRAMMAR STRUCTURES

A. QUESTIONS AND NEGATIVES
BE (is, are, am, was, were)

B. QUESTIONS AND NEGATIVES.
MODALS (can, could, will, would, shall, should, may, might, must) AND AUXILIARY HAVE (have, has, had)

C. QUESTIONS AND NEGATIVES:
MAIN VERBS WITH DO (do, does, did), PRESENT/PAST, REGULAR AND IRREGULAR

D. WH-QUESTIONS (including WHO/WHAT AS SUBJECT AND OBJECT): See list at right.

E. ELLIPSIS (IN CONJOINED SENTENCES): CONJUNCTIONS (and, or, but, either), etc.

SAMPLE LANGUAGE

A.	They are here.	Are they here? They aren't here?
	He was taken there.	Was he taken there? He wasn't taken there.
B.	He could be seen.	Could he be seen? He couldn't be seen.
	She has done it.	Has she done it? She hasn't done it.
C.	We work in Chicago.	Do we work in Chicago? We don't work in Chicago.
	She went for a walk.	Did she go for a walk? She didn't go for a walk.
D.	WH-QUESTIONS WORDS:	
	WHO, WHAT, WHEN, WHERE, WHY, HOW, HOW MUCH, HOW MANY, HOW FAR, HOW (LONG), WHICH, WHAT, (TIME), WHICH (SCHOOL), etc.	Who did you see? What did you do? VS. Who saw them? What fell?
E.	He went. I went, too. He didn't go, I didn't go.	He went and I did, too. He didn't go and I didn't either. (or "neither did I.")

GRAMMAR NOTES

A. & B. Form the question by inverting the subject and the (first) verb. Form the negative by adding not after the first verb.

C. Form the question with the correct form of DO before the subject, then the main verb. Form the negative similarly.

** Although taught in earlier courses, these rules can be applied at this level to more complex verb forms, such as passives.

D. & E. Help learners to understand not only the patterns, but now they signal social meanings.

CLASSROOM NOTES

Course Number 801
Grammar Objective 9

SUGGESTED STRATEGIES

Listening, Speaking, Reading, Writing:

a. Situational practice.
b. Transformation drills: oral or written.
c. Command - action sequence.
d. Cued production with Silent-Way type charts.
e. Translation.
f. Sentence - combining: written and oral.
g. Substitution-table.
h. Communication activities or games likely to elicit the structure.
i. Focused listening or reading: identify the structure in question.
j. Error correction.
k. Substitution and choice drills.

PRE-ADVANCED ESL

Course Number 801
Grammar Objective 10

GRAMMAR REVIEW: PRESENT AND FUTURE TENSES

GRAMMAR STRUCTURES

A. SIMPLE PRESENT TENSE

B. PRESENT CONTINUOUS FORMS
   1. BE GOING
   2. BE GOING TO DO
   3. BE GOING TO BE DOING
   4. MODAL BE DOING

C. FUTURE WITH WILL

D. PASSIVE VOICE: BE + PAST PARTICIPLE OF MAIN VERB
(+ BY + agent -- OPTIONAL)

E. MODALS, PRESENT TENSE: CAN (COULD), MAY (MIGHT), MUST, SHOULD

F. MODAL EQUIVALENTS, PRESENT TENSE: BE ABLE TO, BE ALLOWED TO, BE POSSIBLE THAT, HAVE TO, BE LIKELY THAT, HAD BETTER

SAMPLE LANGUAGE

	MEANING	EXAMPLES
A.	fact	The sun rises early now.
	state of being	They are in love.
	routine	They wake up early every day.
	planned action	Tomorrow we leave for Texas.
B.	1. now	They are studying English.
	temporary	He's seeing a doctor for it.
	future	My aunts are coming in May.
	2. coming event	We're going to take a trip.
	3. duration/future	You're going to be studying in my class for the next 8 weeks.
	4. possibility	He may be coming tomorrow.
C.	promise	I won't do that again.
	determination	We'll discuss it with the boss.
	prediction	I will find a new job sometime next week.
	inevitability	The 20th century will end on December 31, 1999.
D.	(same meanings as for the active tenses/forms)	The mail is picked up at 6. It will be done on time. He's being taken to the police station.

(continued on next page)

GRAMMAR NOTES

1. As the sample language chart shows, verb forms/tenses can express more than one meaning or time.
2. Simple present (A) and continuous (B,1) can indicate near or definite future events.
3. Passive voice is not a tense or time, but a change in the role of the subject. A "logical object" becomes a grammatical subject.
4. Modals, present/future. The equivalent "have to" occurs more commonly than "must." "Can" often replaces "may" (permission). "Must not" is not the same as "doesn't have to". "Could" and "might" are polite, less definite than "can", "may." Modals are commonly used for asking, suggesting, etc.

CLASSROOM NOTES

SAMPLE LANGUAGE (continued)

MODAL		EXAMPLES
E. CAN	-ability	I can type 80 words a minute.
	-possibility	The first snow in Chicago can be as early as October 1st.
	-permission	Can I turn the page?
COULD	-ability/polite	I wonder if you could help me.
	-possibility	It could happen at any time.
MAY	-permission	May I use the bathroom?
	-possibility	Xiong may be coming for dinner.
MIGHT	-permission/polite	Might I come in?
	-possibility	Dr. Wu might not like it if...
	-imperative/polite	You might open the door.
MUST	-necessity	We must move by April 30th.
	-probability/likelihood	John must be home by now.
SHOULD	-obligation	Children shouldn't be in class.
	-advice	You should try to come earlier.
	-probability/likelihood	He should be here by now.

SUGGESTED STRATEGIES

Please refer to 801-9 for a list of suggested strategies for teaching grammar structures.

GRAMMAR REVIEW: DETERMINERS AND MODIFIERS OF NOUNS

GRAMMAR STRUCTURES

A. DETERMINERS

1. Articles: a/an,
2. Possessive adjectives
3. Possessives
4. Demonstratives
5. "Quantity" determiners

B. PRE-DETERMINERS

C. POST DETERMINERS

1. Ordinal Numbers
2. Cardinal Numbers
3. Other quantifiers

D. ADJECTIVES

E. NOUNS BEFORE NOUNS

877

SAMPLE LANGUAGE

	MEANING		EXAMPLES
A. 1.	Generic:	count, plural	I like apples.
		non-count	I like applesauce.
			I like (some) apples.
	Non-specific:	count, plural	I like an apple. (one kind of)
		count, singular	I like applesauce.
		non-count	I like the apples. (those/these)
	Specific:	count, plural	I like the apple. (this/that)
		count, plural	I like the applesauce (this/that)
		non-count	
2.	By person and number:		My, your, his, her, its; our, their
3.	Belonging to, or of NAME:		John's, Chuck's, Marge's, Charles' The Thomases', The Cubs, the City Colleges'
	Belonging to, or of COMMON NOUN:		Woman's, city's, school's
4.	Near/far (singular)		This/that
	Near/far (plural)		these/those
5.	Non-count only		either, neither, any, which
	Count only		Some, no, enough, more
	Count or non-count		what (a), another
	Choice Quantity:		
B.	Quantity or Specificity (See Sample Sentences below.)		all (of), half (of), both (of), double
	More can be formed with OF:		Some of, the first five of, many of...

878

GRAMMAR NOTES

The regular orders of these pre-noun modifiers is indicated by the several Sample Sentences below. *** A predeterminer may occur before any determiner except those of type A,5. Also, certain determiners cannot occur in the same sentences. Ex. "John's another book." is not grammatical.
***This list is too short to be complete or comprehensive. Refer to more detailed grammars to resolve any questions.

SAMPLE LANGUAGE (Continued)

	TYPE	EXAMPLES
C. 1.	Ordinal Numbers	first, second...last
2.	Cardinal Numbers	one, two .. thirty-three
3.	Other quantifiers	most, more, less few many (a), such (a), several (a) pair of, (a) dozen
D.	Customary order of adjectives	
1.	Descriptive (general):	Ex. beautiful, interesting, incredible,
2.	Size, height, length, weight:	tiny, big, thin, heavy
3.	Age & temperature:	new, old, boiling
4.	Shape:	round, square
5.	Color:	blue, red, brownish-green
6.	Nationality, origin, location:	Chinese, foreign
7.	Material, composition:	plastic, wooden, glass, formica
8.	Operation, power:	mechanical, automatic, gas, electric
E.	Other nouns (purpose, destination, etc.):	pleasure, exercise, desk top

SAMPLE SENTENCES: ORDER OF MODIFIERS

Some of	the	first	25	books	are gone.
B	A1	C1	C2		

My	boss's	two	favorite	workers	are ...
A2	A3	C2	D1	nouns	

That	beautiful	little	black	Chinese	box...
A4	D1	D2	D5	D6	now

A	dozen	huge	new	delivery	trucks....
A1	C2	D2	D3	E	noun

Course Number 801
Grammar Objective 11

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

Course Number 802
Communication Objective 1

ADDING OR RELATING TWO OR MORE IDEAS (Conversation)

SAMPLE SITUATIONS

**A speaker adds an additional idea or point along the same line.

**A speaker adds an objection or an exception.

**A speaker states how two ideas are related.

**A speaker points out an exception or a counter example.

VOCABULARY

also
in addition
true
possibly
exception
include
(etc.)

SAMPLE LANGUAGE

Furthermore, he shouldn't have done it so soon.
As far as that goes, he was wrong from the start.
What's more, ...

On the other hand, there are many more criminals today.
But you have to also consider ...
That may be so, but ...

That's a good example of politics as usual.
This is a case of dishonesty.
This suggests...
This might mean ....

There are exceptions, of course, to that.
Except that ...
But what about ...
This does not include ...

GRAMMAR STRUCTURES

COMPARATIVES: EQUALITY AND INEQUALITY
QUANTITY EXPRESSIONS

☞ The "links" between what different speakers say can make or break the flow of an argument or conversation. These can be practiced in games or problem-solving activities, as well as in other strategies. ***Select interesting, relevant conversational topics.

CLASSROOM NOTES

Course Number 802
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   listening to and commenting on conversations

b. Situational practice.

c. Games.

d. Debates.

e. Problem-solving.

f. Free-discussion.

EXPRESSING OPINION, FACT, OR UNCERTAINTY

SAMPLE SITUATIONS

**A husband expresses a guess or opinion about something indefinite or unresolved.

**A politician expresses a personal viewpoint during a speech.

**A preacher states what is a fact during a sermon.

**A worker expresses uncertainly about a pay raise rumor to co-workers.

VOCABULARY:

guess
opinion
viewpoint
depends
imagine
suspect
suppose
wonder
whether
except
doubtful
convinced

SAMPLE LANGUAGE

I guess it could be a camel behind a wall.
I'd say about....
I'm pretty sure.....
As far as I know.....

I personally feel that....
In my (personal) opinion.....
Not everyone will agree, but I think.....

It's a well known fact that.....
It may sound strange, but....
You won't believe this, but....
The truth of the matter is that.....

I don't know whether I should believe that or not.
I wonder why.....
That may be so, but.....
That probably is true, but......

GRAMMAR STRUCTURES

MODALS: COULD/MIGHT/MAY

WHETHER/IF-CLAUSES

☞ "Whether...or not" implies that a choice between the options is possible. Usually "whether" clauses could be stated in a separate Yes/No question instead of in a clause. (Ex. "I asked him whether or not he had been unemployed before." --- "Have you ever been unemployed before?")*** "If" + "or not" is rather informal in style.

CLASSROOM NOTES

Course Number 802
Communication Objective 2

SUGGESTED STRATEGIES

Listening, Speaking and Reading:

a. Games:
   guessing at pictures, quantities; optical illusions.

b. Public opinion survey activity.

c. Debates:
   Learners use facts as starting point for debates.

d. Discussion:
   Learners practice using argument during class discussion.

e. Problem-solving: reorder.
   1. Reorder scrambled pictures into a logical sequence.
   2. Put jumbled sentences into a logical sequence (as in a strip story exercise).

f. Role play.

PERFORMING ON A JOB INTERVIEW

SAMPLE SITUATIONS

**An applicant is questioned (screened) by an office secretary over the telephone.

**An applicant is screened by an office manager when he goes to fill out an application form.

**A personnel manager interviews an applicant for an entry level job.

**An applicant is interviewed for a position after she has received on-the-job training.

VOCABULARY

Provide vocabulary as needed by the individual learner to describe his or her personal abilities and skills.

889

SAMPLE LANGUAGE

Yes, I've done that kind of work before.

No, but I worked for twenty-one years as a construction foreman.

Yes, there were 15 men on the crew, 5 bricklayers, 2 carpenters, 4 laborers, 2 machine operators, and me (etc.).

I can start tomorrow/on Monday.

What are the benefits?

What's the starting pay? When is a raise possible?

I plan to be here permanently.

890

GRAMMAR STRUCTURES

PRESENT PERFECT

FOR + YEARS

See previous lessons related to this objective, especially

301-1
301-5
302-7
401-4
403-3
501-2
501-10
502-7
502-9
503-6
503-7
503-8.

CLASSROOM NOTES

Course Number 802
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion.

b. Monologue: individually prepared.

c. Interview: pair activity.

d. Role play.

e. Class critique of role play.

f. Real-life contact activities:
Invite a personnel interviewer to class for discussion, question and answers, simulated interviews, etc.

Communication Objective 4

UNDERSTANDING CHECKS, BILLS, CONTRACTS

SAMPLE SITUATIONS

**A worker receives his pay check and understands the various deductions.

**A housewife reads the monthly household bills. She tries to figure out why gas, telephone, and electricity service actually costs so much.

**A person goes to the bank and decides to open a savings and checking account rather than cashing checks at the currency exchange.

**A new tenant signs a lease for her apartment. She understands her responsibilities.

SAMPLE LANGUAGE

As per individual student needs, especially language occuring in print but seldom spoken.

Ex. MEASURED CUBIC FEET (on gas bill)

MESSAGE UNIT (on telephone bill)

VOCABULARY

deductions
FICA
rate
balance

payee
pay by (date)
date due
late charges
monthly service charges

leaser
lessor
lease

GRAMMAR STRUCTURES

As needed.

☞ Even though there was opportunity in previous lessons/situations to discuss some of these items, learners need another chance to ask individual questions and get answers to those raised by the group.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle.

b. Problem-solving.

c. Real-life contact activities: counselor, job placement person, or bank representative visits the class.

Reading and Writing:

a. Learners bring in their bills.

b. Focused reading: reading/questions/vocabulary.

c. Controlled composition.

d. Vocabulary expansion: vocabulary and abbreviations.

e. Problem-solving.

Course Number 802
Communication Objective 5

UNDERSTANDING REFERENCE (Between Sentences)

SAMPLE SITUATIONS

** Clients try to read a brochure from a social service agency, detailing services available.

** A worker joins a conversation already in progress, but wonders who "they" are and when "before that" was.

** Patients in a hospital read a notice about forms to fill out.

VOCABULARY

DEMONSTRATIVES

this that these those

ANY SYNONYMS THAT OCCUR IN TWO DIFFERENT SENTENCES

SAMPLE EXERCISES

Listening (guide questions)

1. When he says, "this way," what is he referring to?
2. What did she say? She didn't say, "my boyfriend," "my boyfriend," "my boyfriend," everytime. (She said "he" or "that guy".)

Reading (guide questions for TS use)

1. In paragraph 2, what does at that time refer to?
2. "His problem was to find alternate housing for his family on very short notice. This proved to be quite a dilemma and one Ben had not anticipated."
   a. What word means the same as problem?
   b. What does one refer to?

GRAMMAR STRUCTURES

DEMONSTRATIVE PRONOUNS

PERSONAL PRONOUNS : SUBJECT, OBJECT, POSSESSIVE

HERE/THERE

RELATIVE PRONOUNS : WHICH, WHOSE, THAT

SUCH/SO

Often limited English speakers (and also ABE/GED learners) need help in understanding how different ideas are related, especially how sentences are bound together in discourse. Attention to reference signals in both written and oral English will improve language comprehension skills.

CLASSROOM NOTES

Course Number 802
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening:
   1. Listening passages with oral/written responses required.
   2. Directed listening to mini-lectures. Learners take notes and answer questions of comprehension and reference.

b. Cloze: listen and write.

c. Dictation.

d. Real-life contact activities:
   Learners listen to English speakers. Note words used for reference to previously named topics, places, or people.

Reading and Writing:

a. Focused reading:
   reading passages with specific reference questions.

b. Cloze: read and write:
   What do the blanks refer back to?
   What words refer back to the blanks?

IDENTIFYING SPECIFIC INFORMATION

SAMPLE SITUATIONS

- ** Parents watch evening T.V. news show for weather forcast for the next day's family outing.
- ** A traveler reads a bus route description to see if bus travels on the desired street.
- ** Unemployed worker reads newspaper story about new job training program: where to sign up, what hours.
- ** A shopper asks about limitations on the purchase of sale items in a supermarket.

VOCABULARY

As appropriate for the content or topic of the message.

SAMPLE EXERCISES

Listening only

1. (After oral assignments to workers.) When did the foreman say we had to have this done by?
2. How many workers did he want to volunteer for overtime?
3. Did he say only three for a dollar with the coupon from last Thursday's newspaper?

Reading only

1. (Schedules). It's 9:15. When is the next train?
2. (Charts). What is the chance of rain here next month?
3. (Ad/Coupon). Limited offer. Reproduced coupons not acceptable. Void where prohibited.

GRAMMAR STRUCTURES

WH-QUESTIONS

☞ This objective should help learners to process information in English more efficiently when they wish to understand certain specific information. Learners should be encouraged to select their own passages and to seek help with questions from the Training Specialist. Speed of skimming written passages should be developed.

CLASSROOM NOTES

Course Number 802

Communication Objective 6

SUGGESTED STRATEGIES

Listening and Reading:

a. Focused listening:
   1. Hear topic, hear questions, listen to passage, answer questions orally.
   2. Listen to passage, hear questions, try to answer, listen to passage again, answer questions or correct one's answer.

b. Focused listening and reading:
   read title and questions silently, listen to a passage, answer questions in writing or orally.

c. Situation-response practice: orally.

d. Focused reading:
   1. Read passage, read questions, recall and answer.
   2. Read passage and questions, re-read passage, then answer.
   3. Read questions, then skim the article to find specific information.

DISTINGUISHING AMONG OFFERS, REQUESTS AND SUGGESTIONS

SAMPLE SITUATIONS

**House guest or relative visits. Host and guest cooperate in preparing a meal, offering and requesting help and hospitality.

**Worker goes through a normal day where interactions include foreman-worker conversation and worker-worker social interactions.

VOCABULARY

As needed.

SAMPLE LANGUAGE

Listening only

1. Circle O for offer, or R for request. Listen.

   a. (Won't you get the phone, Maura?) a. O R

   b. (Won't you have another cup of coffee?) b. O R

   c. (Can I get it for you?) c. O R

   d. (Can I get, it?) d. O R

2. Situation-response practice.

a. Could you give me a hand?	(Sure.)
b. Would you like some help?	(Yes, please.)
c. Do you want to come along?	(That's a good idea.)
d. Can you move it a little more to the right? etc.	(O.K., Alright.)

GRAMMAR STRUCTURES

MODALS: COULD, CAN, WOULD, MAY

LET + OBJECT PRONOUN (Ex. "Let's" or "Let me")

QUESTIONS

The situation--who is speaking to whom, where, when, why--is important in trying to distinguish among offers, requests, suggestions, etc. Certain forms or structures can have either meaning, depending on the other words in the utterance. "What about some water?" for example, could be a request or an offer. Practice in context so that learners can respond appropriately 75% of the time or better.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Listening and Speaking:

a. Short dialogues:
examples of common exchanges for offers, requests and suggestions.
Ex. A: May I help you?
B: Yes, I'm looking for......

b. Command-action sequences with complex sentences:
Ex. "When Manuel falls down and pretends to be injured, ask and see how he is, and offer to help him up. Then, ask that someone inform the supervisor and suggest that you go to the nurses station directly."

c. Situation response practice.

d. Real-life contact activities:
"eavesdrop" and note how English speakers make suggestions and offers.

Course Number 802
Communication Objective 7

WRITING NARRATIVES AND DESCRIPTIONS

SAMPLE SITUATIONS

** Friends exchange personal letters describing recent activities or states in their lives.

** Learners practice organizing and writing English that they can produce orally.

** A worker writes or outlines a short report for the boss on the week's activities (as an aid to an oral report, if written one is not required).

VOCABULARY

CONNECTORS

- then
- next
- so
- therefore
- because
- but
- finally
- in addition
- furthermore
- after that

SAMPLE IDEAS

Ways to organize ideas in short compositions

1. BY PERSONAL IMPORTANCE -

   "I'm really mad. I just got off a bus where some people were fighting. They shouldn't do that on the bus. The driver finally got rid of them."

2. BY SPACE -

   e.g. left to right, top to bottom, closer to farther.

3. BY TIME -
   most distant to most recent; simultaneous actions described together.

4. BY CAUSE AND EFFECT -

5. BY QUANTITY/IMPORTANCE -
   e.g. greater to lesser

   > "Three teams have won The World Cup of soccer more than once. Italy and Brazil have each won 3 times in the past 52 years. West Germany and Uruguay are next with 2 times each ...."

GRAMMAR STRUCTURES

As appropriate.

All structures must be reviewed and corrected for writing/composition of paragraphs. Good resources include *Elementary Composition Practice* and *Intermediate Composition Practice* (Newbury House), *Write Away* (Collier Macmillan), *26 Steps* (Language Innovations, Inc.), and *Put It In Writing* (Newbury House). For related objectives, see 802-1, 803-1, 801-2, and 803-11. Cause and effect organization will be focused on in 803-8, Expressing Cause and Effect (Argument).

CLASSROOM NOTES

SUGGESTED STRATEGIES

Reading and Writing:

a. Language experience story.

b. Focused reading:
   read model compositions, answer questions.

c. Sentence combining.

d. Focused reading:
   additional model paragraphs/compositions.

e. Cloze.

f. Controlled composition:
   1. For grammar structure mastery, e.g. past tenses, reported speech, cause/effect.
   2. Learners rewrite model paragraphs with their own ideas, words, and experiences in similar language forms.
   3. Learners write paragraphs with similar purposes (e.g. describing or clarifying).

GRAMMAR REVIEW: PAST TENSES

GRAMMAR STRUCTURES

A. SIMPLE PAST
   1. REGULAR (WITH ED)
   2. IRREGULAR

B. PAST CONTINUOUS
   1. WAS/WERE DOING
   2. WAS/WERE GOING TO DO

C. PRESENT PERFECT (AND CONTINUOUS)
   1. HAVE DONE
   2. HAVE BEEN DOING

D. PAST PERFECT (AND CONTINUOUS)
   1. HAD DONE
   2. HAD BEEN DOING

E. USED TO

F. WOULD, WOULD BE DOING

G. MODALS, PAST AND PERFECT:
   COULD, COULD HAVE,
   MAY HAVE, MIGHT HAVE, HAD TO,
   MUST HAVE, SHOULD HAVE

SAMPLE LANGUAGE

	MEANING	EXAMPLES
A.	(completed, all in past)	
	at one point in time/past	I saw him briefly in 1978.
	for a period of time/past	He worked there for 16 years.
B.	(temporary, relative)	
	at one moment/description	Everyone was yelling at José.
	duration/past	He was working on it for days.
C.	begun in past, to now	I've been (living) here for two years.
	repeated in past	He has visited us a lot.
	cumulative, to now	I've only had oysters once.
	not yet, still	She hasn't started her classes yet.
D.	begun in past, to past	I hadn't seen it until then. I'd been here 2 months before I noticed her.
	repeated previously, past, completed	I had seen her 4 times before I knew her name.
E.	past state/habit (but no longer)	They used to live on Damen. They used to go to bed at 8.
F.	past routine actions	They would come in drunk after one A.M. They would be working hard when we came in.

(continued on next page)

GRAMMAR NOTES

Use simple past for completed actions, past continuous for incomplete actions. *** Present perfect contains present time reference; it links the immediate past to the present, the past perfect links remote past to more immediate past events. *** Past perfect continuous and used to refer to actions that do not occur anymore. *** Distinguish between modal forms that are past and perfect.

CLASSROOM NOTES

Course Number 802
Grammar Objective 9

SAMPLE LANGUAGE (continued)

MEANING

G.	past modals:	ability	I couldn't come; I was sick.
		necessity	She had to do it.
		possibility	They might have come; we don't know for sure.
		permission	We were not allowed to talk.
		probability	He must have been sick.
		obligations (unfulfilled)	I should have done it earlier. I ought to have done it.
	perfect modals: contrary to fact		I could have done it earlier, but I didn't know about it. They would have been here 6 months when they moved.

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

PRE-ADVANCED ESL

Course Number 802
Grammar Objective 10

GRAMMAR REVIEW: ADJECTIVE AND NOUN CLAUSES

GRAMMAR STRUCTURES:

A. ADJECTIVE CLAUSES

1. SUBJECT (WHO/THAT)
2. OBJECT (WHO/THAT)
3. POSSESSIVE (WHOSE)
4. WITH PARTICLES
5. PLACES, TIMES, ETC.

B. NOUN CLAUSES

1. AS SUBJECT
2. AS SIMPLE OBJECT OF VERBS OF MENTAL ACTIVITY*
3. WITH INDIRECT OBJECT AND SPECIAL VERBS **
4. REDUCED "CLAUSES": INFINITIVES AND GERUNDS

* Verbs of mental activity:

know
think
see
feel
wonder
be (sure)
hear
say
assume
guess
believe
doubt
hope
suppose
understand
remember
notice
imagine
realize
don't care
explain
(etc.)

** Verbs that take 2 objects:

ask
tell
give
send
throw
wish (occasionally)
get
take (to)
explain (to)

SAMPLE LANGUAGE

A. 1. I know the man who lives there.
This is the day that counts.

2. The windows I cleaned got broken.
The man that she married is a Pole.

3. My friend whose mother died is sick now, too.

4. The man (that) he worked for is my uncle.
for whom he worked
(formal style)

The chair he sat on broke.
on which he sat broke.
(extremely formal, hardly used)

5. The place where she works had a fire.
That's the time (that) I usually have lunch.
(when)

B. 1. What I meant was over the pile, not into it.
Who you are doesn't matter.

2. That's when I go home.
I see what the problem is.
I know what's happening.
Remember how you're supposed to go.

3. They told us (that) we would be laid off.
I asked them when (it would happen).

(continued on next page)

GRAMMAR NOTES

A clause is a grammatical construction made up of a noun phrase (subject), a verb, and a predicate (optional). A sentence, then, is a free-standing clause. Dependent, or subordinate, clauses can either modify a noun phrase (adjective or adjectival clause), function as a subject or object (noun clause), or fulfill other grammatical functions.*** Certain verbs of mental activity (see list under Vocabulary, above) frequently take noun clauses as their objects. (Note: certain grammars classify these constructions as pre-sentence segments--"I think" + sentence. This is another way of describing the same thing.) *** Noun and adjective clauses have been included in the Sample Language and Grammar Structures of this curriculum since the 500 level.

CLASSROOM NOTES

SAMPLE LANGUAGE (continued)

B. (continued)

4. It's time to go.
   (that we go.)

   I don't like going to the movies.
   (that we go to the movies.)

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

Course Number 802
Grammar Objective 10

GRAMMAR REVIEW: REPORTED SPEECH

GRAMMAR STRUCTURES

For indirect or reported speech.

A. TENSE CHANGES

1. PRESENT to PAST
2. PAST to PAST PERFECT
3. PRESENT PERFECT to PAST PERFECT

B. MODALS: TENSE CHANGES

CAN	COULD
MAY	MIGHT
WILL	WOULD
MUST	HAD TO

C. VERB FORM CHANGES

1. IMPERATIVES TO INFINITIVES
2. YES/NO QUESTIONS to IF or WHETHER

D. PRONOUN CHANGES

1. SUBJECT
2. OBJECT
3. POSSESSIVES

921

SAMPLE LANGUAGE

A. 1. She said, "He likes it."
She said he liked it.

They told us, "It's raining."
They told us it was raining.

2. We said, "She broke it."
We said she had broken it.

He reported, "The pipe was leaking all night."
He reported that the pipe had been leaking all night.

3. All of them said, "John hasn't been there."
All of them said that John hadn't been there.

B. She says she will go.
She said she would go.

C. 1. She told him "Don't go."
She told him not to go.

2. I asked, "Is Mary coming?"
I asked if Mary was coming.
I asked whether Mary was coming or not.

D. 1. She screamed, "I'm drowning."
She screamed that she was drowning.

2. They asked, "Can John give it to us?"
They asked if John could give it to them.

3. "I like my new apartment."
You said you like your new apartment.

922

GRAMMAR NOTES

Besides "said" and related speech verbs, the verbs of mental activity in 802-10 can be used for reported speech. *** In reported speech, the sequence of tenses usually applies. Additional grammar patterns of reported speech do not follow a simple sequence of tenses. Ex. "She told me to finish," (from the imperative). *** Verbs like "want," "will," and "like" may remain in present tense if the state is still current.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

Course Number 803
Communication Objective 1

COMPARING, CONTRASTING, AGREEING, OBJECTING (Conversation)

SAMPLE SITUATIONS

- ** A speaker compares and contrasts two ideas, people, experiences, etc.
- ** A worker agrees with co-workers about a production problem.
- ** A friend disagrees with what has been said by others.
- ** A lawyer reflects on and objects to a suggestion made by her client.

VOCABULARY

nearly
hardly
barely
only
much
compared to
oppose
protest

SAMPLE LANGUAGE

I thought he was better in the first movie.
He did a much more careful job that time.
Green doesn't look good on you, but blue does.
The trains are louder than they ever were before.
And they don't travel half as fast as they used to.
It's more than enough compared to what I expected.

I think so, too.
That's a great idea.
I'll say.
That's for sure.
I agree with you (there).
Yeah, I know what you mean.

Right.
Sure I would.
Of course.
You said it.

Not true.
No way.
Not quite.
What!
Yes, but don't you think...
I don't see it that way.

Aw, come on!
Are you kidding?
Don't be ridiculous.
What do you mean, a...?
Be serious!

I see your point, but...
You can't possibly mean that...
That's partly right, but aren't you forgetting about...?
I get what you're trying to say but...

GRAMMAR STRUCTURES

COMPARATIVES OF EQUALITY
COMPARATIVES OF INEQUALITY
YES/NO QUESTIONS

☞ This objective should be integrated with other objectives at this level. It should be taught over several class periods, primarily in monitored or guided conversation activities.

CLASSROOM NOTES

Course Number 803
Communication Objective 1

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational practice.
b. Debates.
c. Free discussion.
d. Tests of general knowledge.
e. Problem solving:
   Learners classify people or things.
f. Reacting to two events.

Reading and Writing:

a. Controlled composition.
b. Dialogue construction.

SUMMARIZING OR CLOSING A CONVERSATION

SAMPLE SITUATIONS

**A speaker summarizes what has been said.

**A speaker summarizes what someone else has been saying.

**A speaker closes a conversation giving a reason or a polite closing.

VOCABULARY

so
then
therefore
well
all told
anyway

SAMPLE LANGUAGE

So in short, ...
So you see, ...
To make a long story short, ...
So, finally...

So what you're been saying is .....
All told, you're saying that .....
In short, you .....
Then, what you said was ....

Well, it's been nice talking to you.
I've got to go now.
Sorry, but I've got to get going.
Time to get back to work.
Thanks for the time.
Excuse me, but I really must go.
Listen, I'm running late.

GRAMMAR STRUCTURES

PRESENT PERFECT CONTINUOUS

HAVE GOT TO

☞ Also refer to objective 703-10. Unless taught, learners may miss the signal that these common closers give, that is, to close the conversation. Being familiar with these patterns will help avoid embarassment and hurt.

CLASSROOM NOTES

Course Number 803
Communication Objective 2

SUGGESTED STRATEGIES

Listening and Speaking:

a. Conversation circle:
   How do you close a conversation?

b. Vocabulary expansion:
   Training Specialist presents a list of conversation closers.

c. Situational practice.

d. Free discussion:
   telling stories of personal experience.
   Ex. The first time you did something forbidden; a close call or narrow escape.

Reading and Writing:

a. Focused reading:
   1. Learners read stories.
   2. Learners select from multiple choice list which answer summarizes the story.

b. Reading passages:
   newspapers, articles. Learners summarize orally.

c. Dialogue construction: gossiping.

PRE-ADVANCED ESL

Course Number 803
Communication Objective 3

DISCUSSING COMMUNITY RESOURCES

SAMPLE SITUATIONS

- **A learner tries to register for adult education courses, or training programs.

- **A new tenant gets a phone installed in the apartment.

- **A new resident in Chicago calls the CTA to find out about the public transportation service.

- **The mother of a sick child calls various health providers (clinics, private doctors, insurance, etc.) to find out what services are available.

VOCABULARY

course
registration
tuition
financial aid
counselor
service representative
limited/unlimited
unit
install
(etc.)

933

SAMPLE LANGUAGE

When does the course meet?

On Wednesdays from 6:30 to 9:00.

How much does it cost?

I'm interested in taking a course on computers.

How long does the program last?

How many weeks?

How much does it cost to get a phone installed?

What is a message unit?

What do the different phones cost?

What is this maintenance charge?

934

GRAMMAR STRUCTURES

WH-QUESTIONS
PREPOSITIONS
TO + VERB (INFINITIVES)

☞ Several lessons can be developed from this objective, depending on needs and interests of the learners in class.

CLASSROOM NOTES

Course Number 803
Communication Objective 3

SUGGESTED STRATEGIES

Listening and Speaking:

a. Real-life contact activities:
   1. Telephone calls to community agencies, colleges, phone company, clinic, etc.
   2. Invite class visitors from the community to talk about their agencies and services.
   3. Field trips.

b. Situational practice.

c. Role play.

Reading and Writing:

a. Focused reading:
   1. Pamphlets.
   2. Ads.
   3. Catalogs.
   4. Telephone book, Yellow Pages.
   5. Course descriptions.
   6 Bills.
   7. Maps.

b. Composition:
   1. Reports on field trips.
   2. Reports on telephone inquiries.

LEARNING ABOUT EMPLOYMENT CONDITIONS

SAMPLE SITUATIONS

**An applicant inquires about company policy during the job interview.

**A new employee asks about the work environment on a new job.

**An employee finds out about job training.

**A worker finds out about contracts and union membership once on a job.

VOCABULARY

spoken-	written-
inside	supervisor
outside	pay
alone	
union	hours
steward	duties
forward	responsibilities
supervisor	
fringe benefits	life insurance
disability pay	
workmens compensation	

937

SAMPLE LANGUAGE

What are the hours? What if I'm late?

Will I work here/outside/inside/alone?

Who do I report to? Who's my supervisor?

What are the benefits?

When do you get raises?

What equipment do mechanics use?

Do you have to buy your own tools?

What kind of job placement is there?

Who does it? What's the placement rate?

938

GRAMMAR STRUCTURES

QUESTIONS: WH-, YES/NO, OR

Encourage advanced learners to find out the information themselves, and to share it with others in class. Assist them with key facts--especially cultural, for example, union membership is mandatory at some places of work--and with language to inquire and communication strategies.

CLASSROOM NOTES

Course Number 803
Communication Objective 4

SUGGESTED STRATEGIES

Listening and Speaking:

- a. Situational dialogues.
- b. Vocabulary expansion.
- c. Conversation circle.
- d. Interview:
  1. Ask class guests about their work. Guests can be from other types of work, personnel worker, union representative, vocational counselors, etc.
  2. Ask friends for information about the companies where they work, e.g. number employed, benefits, career ladders, etc.

Reading and Writing:

- a. Reading passages:
  1. Newspaper articles on jobs.
  2. Job descriptions posted.
  3. Contracts.
  4. Employee or trainee handbooks.

PRE-ADVANCED ESL

Course Number 803
Communication Objective 5

PREDICTING CONTENT AND INFERRING MEANINGS

SAMPLE SITUATIONS

Whenever learners, in whatever role they occupy, wish to read or converse more efficiently.

VOCABULARY

As appropriate to the content of reading or listening (spoken) "passages".

941

SAMPLE LANGUAGE

Listening and reading:

1. What comes next? Listen (or read) and predict.

   "Some doctors will try and get you to take all kinds of (medicine/drugs) even if they don't know how it works on the (illness/sickness) that you have."

2. Inference (sample questions).

   a. What kind of person would do that?
   b. How does Ms. X feel about her brother?
   c. Why do you think this happened?
   d. What do you think Ms. X's version of the story would be?

942

GRAMMAR STRUCTURES

As needed.

☞ Predicting what will come next is a skill of fluent listeners and readers. ESL learners can develop this skill if they have practice doing so in class (and outside). Skill-building practice.

CLASSROOM NOTES

Course Number 803
Communication Objective 5

SUGGESTED STRATEGIES

Listening and Reading:

a. Listening or reading, and finishing the phrase, sentences, or story. Ex. see Sample Language above.

b. Focused listening/reading: predict the content from the first sentence or two, or from the title of a passage or story. Then, listen to (or read) the entire passage to confirm. Passages may include dialogues.

c. Cloze.

d. Free discussion: TS should use questions to elicit or prompt inferences. Ex. see Sample Language above.

PRE-ADVANCED ESL

Course Number 803
Communication Objective 6

IDENTIFYING PURPOSE AND AUDIENCE

SAMPLE SITUATIONS

A variety of life situations should be determined, selected and presented.

VOCABULARY

PURPOSES

- inform
- instruct
- direct
- compare
- change one's mind
- punish
- cajole
- argue
- suggest
- intimidate
- recommend
- entertain
- discriminate
- (etc.)

ROLES

- friends
- co-workers
- employers
- service provider
- strangers
- employees
- customers
- (etc.)

ASSUMPTIONS ABOUT AUDIENCE

- informed or not
- motivated or not
- willing or not
- (etc.)

SAMPLE LANGUAGE

1. Passages with similar purposes that appeal to different audiences.

   A. This is the opportunity of a life-time to enjoy a comprehensive collection of world renowed and best loved mazurkas, free in your home for 90 days.

   B. Can I tell you a little about our organization? We provide shelter in the community for the homeless and out-of-work who have been overlooked so long that they can no longer do much to help themselves.....

   C. Tony, hey! Why don't you come over Saturday night? We'll have a few beers and I can show you my new videoplayer. I've got some tapes, and I'll let you have some for a good price......

2. Language, describing the purpose, audience, etc. of the above passages.

   Getting someone to buy or pay something.

   People who know each other.

   Communication across a distance.

   People who are not aware of who the seller represents.

   etc.

GRAMMAR STRUCTURES

As needed.

Greater ability to use English means greater awareness of how English speakers use their own language. The extent to which this objective is covered depends on the interests of the learners and instructor. Letters and materials applicable to or derived from the lives of the learners deserve special attention. ***Refer to 801-7 for specific situations and additional, related language of relationships.

CLASSROOM NOTES

Course Number 803
Communication Objective 6

SUGGESTED STRATEGIES

Listening and Speaking:

a. Vocabulary expansion:
   review vocabulary of descriptions of purpose, audiences, etc.

b. Problem solving:
   1. Match listening passages and terms.
   2. Match 2 or more listening passages that are addressed or appeal to the same audiences.

c. Focused listening:
   listen and describe the purpose and intended audience.

d. Conversation circle and Real-life contact activities:
   listen to radio or watch TV; discuss purposes and audiences; discuss reactions to advertising or programs.

Reading and Writing:

a. Reading passages.

Course Number 803
Communication Objective 7

IMPROVING LISTENING AND PRONUNCIATION

SAMPLE SITUATIONS

All situations in person, on the telephone, at work, in the community. Training Specialists should select problems for class or individual attention based on:

(1) learners communication problems;
(2) how English sounds are produced; and
(3) an understanding of other languages' sound systems.

(Also see notes below.)

VOCABULARY

As needed.

SAMPLE LANGUAGE

1. Some common vowel problems

/iy/ beat	/ey/mate	/uw/fool	/ɔ/ caller	/ɔ/ jaw
/i / bit	/e/ met	/u/full	/ɑ/ collar	/ow/ Joe

2. Some common consonant problems

/ar/	-car	/or/	-bored	/d/	-Dan	/s/	-sign
/or/	-core	/ɚ/	-bird	/ð/	-than	/ð/	-then
/b/	-base	/v/	-van	/š/	-ship	/w/	-wail
/v/	-vase	/f/	-fan	/č/	-chip	/v/	-veil

3. Other common pronunciation problems

a. Final consonant cluster, e.g. in SHIRTS, WALKED

b. Elision (dropping unstressed vowels for metrical uniformity) e.g. "Where ya going"?

c. Links between words, ex. GO (w) AWAY
BE (y) A MAN

d. Intonation - rising, falling, substained, & combinations thereof.

e. Stress time - Do you SEE what we MEAN by THIS?
you see, we mean this

f. Stress in individual words and in word families.
Ex. stress before "-ion" suffix.

GRAMMAR STRUCTURES

As appropriate.

Pronunciation improvement is a long, slow process. Adults seldom lose their accents. This objective intends to provide attention to pronunciation through information, practice and feedback. The goal is to help learners become more comprehensible speakers of English.

CLASSROOM NOTES

Course Number 803
Communication Objective 7

SUGGESTED STRATEGIES

Listening and Speaking:

a. Focused listening: discrimination.
   1. Same/different?
   2. Which is different, 1, 2 or 3?
      Ex. rock lock rock (#2)
      liver liver river (#3)

b. Controlled production:
   1. Repetition
   2. Minimal pairs (words, phrases, sentences).
   3. Contrastive intonation patterns.
      Ex. rising, falling, sustained.
   4. Stress time (see Sample Language above).

c. Situational practice:
   Listen for links between sentences.

Reading and Writing:

a. Major vowel and spelling regularities.

b. Optional: study and learn phonetic script or a dictionary key to pronunciation.

PRE-ADVANCED ESL

Course Number 803
Communication Objective 8

EXPRESSING CAUSE AND EFFECT (Argument)

SAMPLE SITUATIONS

**Workers discuss how changes in the workplace affected their happiness and ability to work well.

**Immigrants discuss how and why they came to the USA, noting changes from the life they led in their home country.

**Learners prepare a debate on how they think classes should be conducted when the students are working adults.

VOCABULARY

As needed for the content areas being discussed.

therefore
as a result
because of
consequently
for this reason

SAMPLE LANGUAGE

CAUSES	EFFECTS
The trouble is	So what happens is ......
The problem is	As a result, ...
The main thing is	So we end up with .....
Another reason why ... is ...	The truth of the matter is .....
That's how it all started.	... and ... the next thing you know

ARGUMENT

If you consider ..., you will see that ...

Once that happens, you begin to ....

... which is a good reason why ...

TOPICS FOR DEBATES AND DISCUSSIONS

1. a. Immigrants should speak only English at home.
   b. Immigrants should maintain their language while learning English, and teach it to their children.
2. a. Adults cannot easily learn new skills after 35 years of age.
   b. People sometimes must retrain for a new or better job. Age should not be a barrier.
3. The value of USA citizenship.
4. What if you were unemployed (or employed)?

GRAMMAR STRUCTURES

As needed for review prior to or after classroom discussions or debates.

It is important to choose discussion topics of concern or interest to learners. If a discussion takes root and grows more lively, some learners should be asked to begin to take notes. Later on, summaries of the discussion could be presented. A class composition could then be developed and used as a model or starting point for individual writing. ***Written expression is the primary skill to be developed in this objective.*** Refer to and review 702-8, Describing and Reporting Causes.

CLASSROOM NOTES

Course Number 803
Communication Objective 8

SUGGESTED STRATEGIES

Listening and Speaking:

a. Situational dialogue.

b. Conversation circle.

c. Problem solving.

d. Free discussion:
   discussion of reading passages, a listening passage, a life experience. Where applicable, summaries or orderly recall of facts should be presented.

e. Debates.

Reading and Writing:

a. Language experience story:
   summarizing the debate or discussion.

b. Individual or small group adaptations of the class composition.

c. Other writing assignments.

PRE-ADVANCED ESL

Course Number 803
Grammar Objective 9

GRAMMAR REVIEW: CONDITIONAL TENSES

GRAMMAR STRUCTURES

A. PRESENT REAL OR POSSIBLE, FUTURE CONDITIONAL: WITH IF, WHEN, UNLESS

B. PRESENT UNREAL CONDITIONAL: WITH IF, UNLESS

C. PAST UNREAL CONDITIONAL: WITH IF, UNLESS, WITHOUT + GERUND

SAMPLE LANGUAGE

FORMS	EXAMPLES
A. IF + PRESENT TENSE, WILL OR CAN	If it rains, he'll stay home.
	What'll she do if she doesn't come?
	How can you hear if you have the radio on so loud?
	You'll lose your keys unless you're careful.
	When you get here, well unpack the car.
	If we hurry up, we can make it in 15 minutes.
B. IF + PAST, PAST MODAL	If we had a car, we could drive to the beach.
	If you saw the mess we have, you'd get out, too.
	He would pass the test if he studied.
	He couldn't work overtime unless he got special permission.

(continued on next page)

GRAMMAR NOTES

IF clauses are actually adverbial clauses of condition. Refer to 803-11 for other adverbial clauses. *** A. Without the dependent clause, these examples are statements of fact or possibility. *** B. Without the dependent clauses, these sentences indicate speculation or possibility.

SAMPLE LANGUAGE (continued)

C. IF + PAST PERFECT, MODAL PERFECT	He could have won the race if the road had been drier. If he hadn't practiced, he would have come in last. He wouldn't have been elected President unless he had influential supporters. He couldn't have come in second without having done all that hard work.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

PRE-ADVANCED ESL

Course Number 803
Grammar Objective 10

GRAMMAR REVIEW: PASSIVE VOICE

GRAMMAR STRUCTURES

A. PRESENT PASSIVE

B. PAST PASSIVE

C. CONTINUOUS PASSIVE

D. PERFECT PASSIVE

E. FUTURE PASSIVE

F. INFINITIVE PASSIVE

SAMPLE LANGUAGE

FORMS/MEANING	EXAMPLES
A. BE (Present) + PARTICIPLE (habitual, routine)	Two hundred chicken lunches are sold here everyday. The presidential election is held every four years.
B. BE (Past) + PARTICIPLE (reported event)	The windows were broken five times this past year.
C. BE BEING + PARTICIPLE (now)	I'm being held in jail.
(past description)	The man in the next cell was being interrogated.
D. HAVE BEEN + PARTICIPLE (past to present)	The oil has been changed every 6,000 miles.
E. WILL BE + PARTICIPLE (future)	That'll be taken care of next week.
F. TO BE + PARTICIPLE	I'm waiting to be tatooed. He wishes to be informed.

GRAMMAR NOTES

The passive voice is formed with the auxiliary BE + the participle of the verb, such as "is brought," "was taken." The subject of a passive sentence is the object of its corresponding active voice sentence. (Ex. Passive: "He was hired." Active: "Someone hired him.") ***Either a direct or an indirect object can be used as the subject of a passive voice sentence.

Active: Someone gave me (1) this book (2).
Passive: (1) I was given this book.
(2) This book was given to me.

***In passive sentences, the agent or doer may be indicated with by. (Ex. "I was hired by a large corporation.") ***Only active verbs with objects can be made passive. Verbs like "go," "come," and "become," therefore, can not be made passive. ***Please refer to 702-7, reporting What Was Done, for a note on passives that use "get."

CLASSROOM NOTES

Course Number 803
Grammar Objective 10

SUGGESTED STRATEGIES

Refer to 801-9 for list of suggested strategies for grammar structures.

GRAMMAR REVIEW: ADVERBIAL CLAUSES

GRAMMAR STRUCTURES

A. TIME CLAUSES - WHEN, etc.

   1. FULL
   2. REDUCED

B. CLAUSES OF MANNER - HOW

C. CLAUSES OF REASON - HOW

D. CLAUSES OF CONCESSION

E. CLAUSES OF DEGREE - HOW MUCH

965

SAMPLE LANGUAGE

		FORMS	EXAMPLE
A.	1.	when after/before as soon as whenever/every time while	When the sun rises, I'll get up. I'm going to take a vacation after this class is over. We left the theater as soon as the movie ended. Do you feel like that whenever you see blood? OK, hold your dog's head while I give her a shot.
	2.	gerund	I feel tired when going to bed. They dream about it while sleeping.
B.		as ADV. as	He walked home as slow(ly) as he could.
		so ADV. (that)	She types so fast (that) you can't see her fingers.
		by the way (that)	I could tell he was from New York by the way he talked.
C.		because since	I was tired because I worked late. Since the restaurant wasn't there any more, Gerardo had to find someplace else to keep warm.
D.		although even though	Although it was raining, I had my umbrella, so I was alright.

(continued on next page)

966

GRAMMAR NOTES

Adverbial clauses (with subjects and a verb) can occur before or after the main, or independent, clause. If the adverbial clause occurs first, a comma is required to separate the two clauses. *** Some adverbial "clauses" do not have a subject and a verb, and thus, are not truly clauses. For example, "In spite of his problems, he has succeeded." What is underlined here (and at right) is called a prepositional phrase, or a reduced clause (depending on the reference grammar one uses). This construction, nevertheless, has the same meaning and position as true adverbial clauses. *** Refer to 803-9, Grammar Review: Conditional Tenses, for related content.

SAMPLE LANGUAGE (continued)

D. (continued)

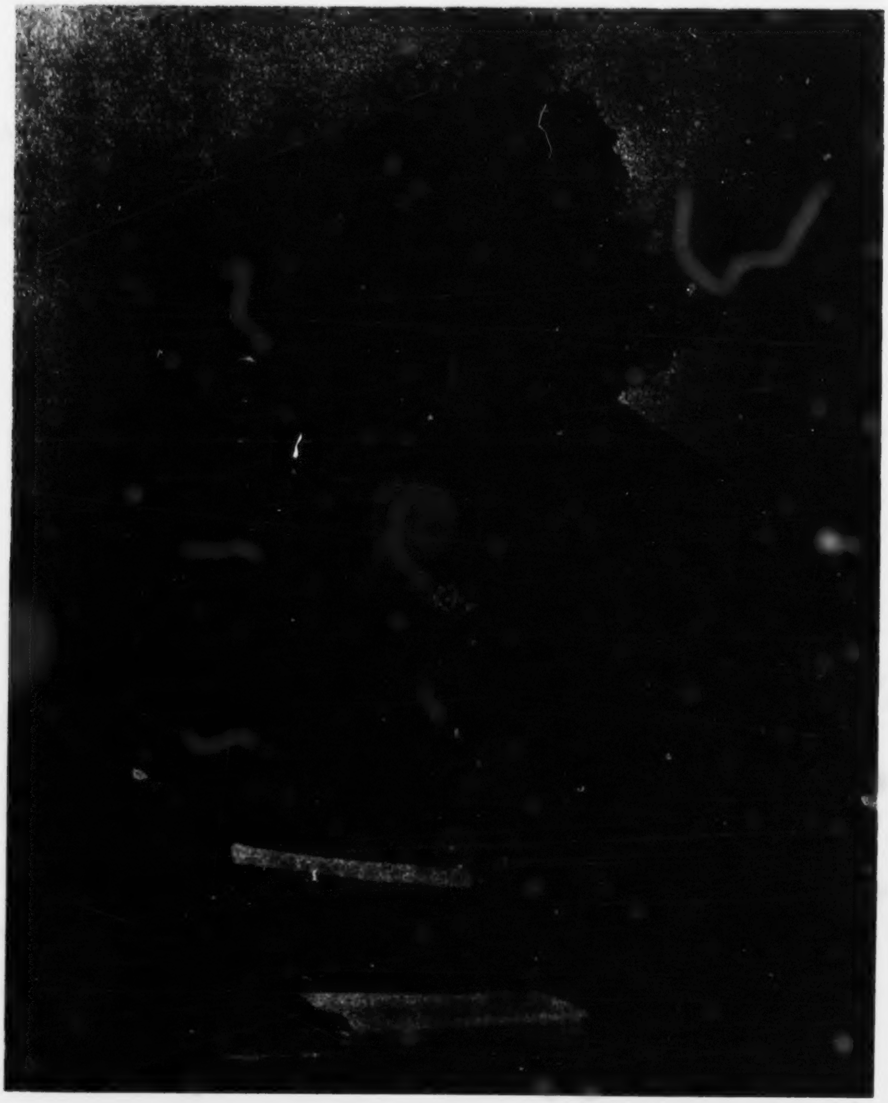
	in spite of the fact that	In spite of the fact that those two are in a street gang, they are not bad fellows.
	in spite of despite	In spite of his lack of schooling, he reads more than anyone I know.
E.	so ADJ. (that)	I'm so hungry I could eat a horse.
	so much NOUN (that)	I ate so much food that I couldn't walk.
	as ADJ. as	He's as funny as I am.

CLASSROOM NOTES

SUGGESTED STRATEGIES

Refer to 801-9 for a list of suggested strategies for grammar structures.

SUGGESTED STRATEGIES



for ESL

Appendix A

SUGGESTED STRATEGIES FOR E.S.L.

The following list names the key instructional strategies suggested in this ESL curriculum. Additional strategies may also be used in order to meet the communication objectives. The pages that follow provide brief explanations and examples, keyed by course numbers where feasible, of these suggested strategies.

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1. Cloze
2. Command-action sequence
3. Controlled composition
4. Conversation (circle)
5. Debate
6. Dialogue
7. Dictation
8. Discussion
9. Drills - mechanical
    a. Substitution drill
    b. Expansion drill
    c. Vocabulary drill
    d. Directed response drill
10. Drills - meaningful
    a. Substitution-correlation drill
    b. Transformation drill
    c. Substitution table
    d. Choice drill
    e. Question-answer drill
11. Fill-in exercise
12. Focused listening
13. Focused reading
14. Games
15. Interview
16. Jazz chant
17. Language experience story
18. Monologue
19. Problem-solving
20. Reading passages
21. Real-life contact activities
22. Repetition
23. Role play
24. Sentence combining
25. Situational practice
    a. Situation-structure practice
    b. Situation-response practice
26. Strip story
27. Vocabulary expansion

SUGGESTED STRATEGIES FOR E.S.L.

CLOZE

A written or oral passage where every n^{th} word is systematically omitted. With new materials, every tenth word may be deleted. With more familiar material every fifth or sixth word is commonly left blank. The learner fills in the blanks using context clues. Cloze can be used for review, testing, introduction to a reading.

EXAMPLE (401-4)

Edward Maller is a clerk in a hardware________________. He helps customers find____________________they are looking for. ____________ also answers questions and____________at the cash register. (etc.)

COMMAND-ACTION SEQUENCE

A series of generally 4 to 13 situationally related commands to be acted out with simple props in class. This strategy provides meaningful practice with all language skills while actively involving the class. Lesson steps are:

1. Training Specialist (TS) says and acts out the sequence. Class listens.
2. TS says and acts out the sequence. Class performs the actions with TS.
3. TS says the sequence. Class performs it.
4. Learners who are ready to give the commands say them, and the TS performs the action.
5. TS presents sequence in writing. TS reads aloud. Learners repeat, then copy into notebook.
6. Learners practice saying the commands.
7. Learners take turns performing while class or individuals give the commands.
8. Class adapts or expands sequence to meet individual needs.

EXAMPLE (202-3)

1. Hey! Wake up! It's 6:30.
2. Get out of bed.
3. Go to the bathroom.
4. Take a shower.
5. Get dressed.
6. Go to the kitchen.
7. Drink a cup of coffee and eat some breakfast.
8. Say "Goodbye" and go to work.

SUGGESTED STRATEGIES FOR E.S.L.

CONTROLLED COMPOSITION

A type of writing exercise that provides practice in the written forms of English. In this type of composition there is control for errors. Most controlled composition exercises involve the rewriting of a paragraph to include minor revisions, such as changing all present tense verbs to past tense, or changing a singular pronoun to a plural one. In the latter case, making one change may require making other adjustments. For example, changing from a singular to a plural pronoun requires changing from a singular to a plural verb form.

This exercise type has advantages over the usual grammar exercises in that a meaningful context is provided.

EXAMPLE (501-7)

Rewrite the passage changing morning people to evening people. Evening people are the opposite of morning people, so make every sentence negative.

"Morning people enjoy getting up early in the morning. They open their eyes right away. They like to see the morning sun and will greet their families cheerfully. For them, morning is the best part of the day."

EXAMPLE (501-6)

Read this complaint note. Rewrite the underlined words for a problem you now have or have had.

November 10, 1982

Dear Mr. Turner,

Please do something about the broken window in our apartment as soon as possible. We have had this problem for a week. I told you about it yesterday.

Signed,

Innocent Bonhomme

One variation of controlled composition is the "dicto-comp": after learners write, correct, read, and hand in a dictation paragraph, they are asked to rewrite it, making changes to improve or personalize it if they wish.

SUGGESTED STRATEGIES FOR E.S.L.

CONVERSATION (CIRCLE)

An oral interaction activity that encourages expression of ideas, thoughts, feelings and/or experiences. Error correction should be postponed, since fear of making mistakes may inhibit conversation. Yet Training Specialists should note errors that deserve later remediation. An informal atmosphere, with learners in a circle, encourages participation and communication. (Also see "Discussion.")

Four types of conversation are:

1. Free conversation - learners control the communication; TS may participate as a group member.

2. Guided conversation - TS uses questions to elicit speaking, or guide turn-taking.

3. Brainstorm, or problem identification - a means of discovering learners' needs, interests, or experiences related to a situation or topic.

4. Bilingual support - allows speaking in native language first; TS translates into English, learner repeats. Option: tape record only the English conversation for playback analysis, repetition and practice.

DEBATE

A structured presentation and discussion of different views on some issue of human relations. Informal debate often occurs between two people in a discussion. (See "Discussion.") In more structured debates, the positions should be stated, "arguments" prepared and presented, and results determined. Classroom debates help prepare learners for out-of-class discussion in English.

EXAMPLE - Sample Topics (803-8)

1. a. Immigrants should speak only English at home.
   b. Immigrants should maintain/preserve their language.

2. a. Adults over 35 years old cannot learn new skills.
   b. People should re-train for a better job if they can, whatever their age.

DIALOGUE

A sample of realistic meaningful language in a situational context. Dialogues provide at least one common set of words and structures to communicate a particular meaning. Dialogue types and activities range from structured to semi-structured, as follows:

DIALOGUE
(continued)

1. Short dialogues (3-5 lines) contain useful fixed expressions and sentences patterns. They can be memorized and used as the basis for drills. The meaning and situation must be established for the students.

2. Situational dialogues (6-15 lines) present longer samples of spoken English. They should be presented so that students can understand and say them. They can be used for vocabulary expansion, listening comprehension, and as a basis for both drills and situational practice.

   Situational dialogues between "English-speaking" and "learner" characters are practiced in pairs with one learner's book closed. As the lesson progresses, feasible alternative expressions and meanings should be practiced.

EXAMPLE (301-10 or 501-6)

Customer (book closed): Yes, I want to return this milk.
Clerk (book open): What's wrong with it?
Customer (book closed): I got home and it was sour.
Clerk (book open): Do you have a receipt, please?
Customer (book closed): Yes, here it is.

3. Jigsaw dialogues are scrambled dialogues that student pairs must put back in order. Each student gets only his/her half.

EXAMPLE (401-9, 503-2 or 603-7)

At a Funeral Home

A. (Lines in order)	B. (Lines scrambled)
I'm sorry about your mother.	Could you help me write a "For Sale" ad?
Have you decided what you're going to do?	Could you do me a favor?
I think that's a good idea.	Thank you. It was such a shock.
Sure. What is it?	I'm going to sell the house and move to an apartment.

4. Dialogue fill-in is a semi-controlled production activity that could be done orally or in writing. Either incomplete lines or every other line are provided. This is often used for testing or review purposes.

EXAMPLE (201-1 or 501-1)

A. Hello, my name is______________. What's yours?

B.

A. Nice to meet you.

B.

DIALOGUE (continued)

5. Dialogue construction is a directed production activity whereby individuals or groups must use the English they know to create dialogues for particular situations. The prepared dialogue is then read or performed for the class.

   NOTE: A "role play" is more situation-bound and demands more learner action and interaction than dialogue construction.

EXAMPLE (501-6, or 701-3)

Directions: Write a dialogue between a tenant and landlord about a broken window.

DICTATION

A structured activity for listening and writing. The content, length, and grammatical difficulty of the dictation passage must be appropriate to the class. Either complete passages or blanks in passages can be dictated. Normal pace and pronunciation should be preserved when dictating; it is better to repeat in phrases than to read very slowly word by word. Lesson steps are:

1. The entire passage is read. Students listen.
2. The passage is read in meaningful phrase groups. Students write during pauses.
3. The passage is read again. Students check their work.

An extra step of repetition may be added before writing. Learners may wish to ask clarifying questions before final corrections in class. In any case, the "rules" for this strategy should be made clear to the students before the exercise is begun.

DISCUSSION

An exchange of ideas on a particular topic or issue using group oriented communication skills. Effective discussions may be planned or result from spontaneous offshoots of free conversation. Typically, ESL classroom discussion topics are selected based on learners' needs. The discussion may serve as general or specific preparation for out-of-class communication. In-class activities may also be designed for the practice of certain discussion skills such as agreeing, offering examples, asking for clarification, and expressing disbelief.

DRILLS

Tightly controlled activities for discovering, practicing, manipulating, or selecting language patterns. Two general levels of drills, with examples, are mechanical drills and meaningful drills.

DRILLS (continued)

1. Mechanical Drills - Only one correct response is possible as learners practice using English automatically in controlled pattern practice.

a. Substitution drill. Learners form new sentences in the pattern using the cue provided.

EXAMPLE (302-10 or 401-6)

TS: I just bought a new car.
Coat.
Class: I just bought a new coat.
TS: Rug.
Class: I just bought a new rug.
TS: Muffler.

b. Expansion drill. Learners add the function word, expression, phrase or clause to the cue sentence.

EXAMPLE (401-6 or 503-1)

TS: Add "too much lately."
We've been working.
Class: We've been working too much lately.
TS: She's been coughing.
Class: She's been coughing too much lately.
TS: They've been leaving early.

c. Vocabulary drill. Learners supply the correct vocabulary word according to the cue.

EXAMPLE (301-8)

TS: What is this? (Point to parts of an item.)
Class: The handle.
TS: What's this?
Class: The control switch.

EXAMPLE (401-4 or 503-6)

TS: A person who repairs sinks, pipes, toilets and showers is a ...
Student: Plumber.

EXAMPLE (401-3 or 601-5)

TS: Say the opposite. Rigid.
Group A: Flexible.
TS: Smooth.
Group B: Rough.

DRILLS
(continued)

d. Directed response drill. Learners supply an appropriate answer (model provided by the TS). Learners use appropriate intonation.

EXAMPLE (201-3 or 501-1)

TS:	Answer with "Nothing much." What's new with you? A?
Learner A:	Nothing much.
TS:	What's been happening? B?
Learner B:	Nothing much.
TS:	What do you hear from him? C?
Learner C:	Nothing much.

2. Meaningful Drills. Learners apply their understanding of meaning and structures as they practice using language patterns.

a. Substitution - correlation drill. Learners form a new sentence from a model, incorporating the cue word and the changes that the cue word requires.

EXAMPLE (303-1)

TS:	What is she like? They.
Class:	What are they like?
etc.	

NOTE: In this example, learners must substitute "they" for "she" and change "is" to "are."

EXAMPLE (601-8 or 603-4/5)

Directions: Make a new sentence using the verb form of the cue, and change the tag ending as necessary.

TS:	You were here on time again, weren't you? Will be.
Student:	You'll be here on time again, won't you?
TS:	Can be.
etc.	

b. Transformation drill. Learners change the form of sentences according to directions.

EXAMPLE (302-3 or 402-7)

TS:	Change the nouns or names into pronouns. Give the electrical tape to Simon.
Learner:	Give it to him.
TS:	Take the invoices to Marta.
Learner:	Take them to her.
TS:	Send that package to Wilcox and Co.
Learner:	Send it to them.

DRILLS
(continued)

c. Substitution table. Learners make grammatical sentences from a display of words within a structural pattern.

EXAMPLE (201-5, 303-5 or 401-1)

Does the next	bus go	to	Union Station? Wrigley Field?
Does this		down	Broadway? Jackson?

d. Choice drill. Learner selects from choices provided in order to answer questions.

EXAMPLE (501-1)

TS: Answer with either "Fine, thanks," or "Nothing much."
What have you been up to lately?
Learner: Nothing much.
TS: How's your job?
Learner: Fine, thanks.

e. Question - answer drill. Learners practice answering a set of related or general questions. Learners ask each other the same questions.

EXAMPLE (203-1 or 303-2)

TS: Esteban, do you have any children?
L-1: (Learner replies.)
TS: (If "yes.") How many children do you have?
L-1: (Learner replies.)
TS: Does Sofia have any children?
L-1: I don't know.
TS: Ask her.
L-1: Do you have any children?
L-2: (Learner replies.)
L-1: (If "yes.") How many children do you have?
L-2: (Learner replies.)

DRILLS (continued)

Other drill types are also common. In all oral drills, it is important to:

* keep the pace lively; don't drag.
* make sure learners understand the meaning.
* limit drilling to 5 minutes at a time.
* include learners' own information in the drills.
* go beyond drills to communication activities.

Written drills can be used to reinforce oral drills, providing learners more time to internalize patterns and rules by examples.

FILL-IN EXERCISE

Any exercise where learners complete partial sentences, dialogues, charts, etc. Fill-in can be based on listening, reading or oral grammar study. A few types are:

1. Word bank. Learners select words from list to complete exercise.

EXAMPLE (402-8)

Word Bank: LBS. NO FIRE CASE MAXIMUM STAIRS

Signs: __________OCCUPANCY: 1400 ________________

__________SMOKING

IN__________OF__________, USE__________

2. Grammar: verb forms. Learners use the correct form of indicated verbs.

EXAMPLE (302-10)

Directions: Complete the blank with the correct verb form.

1. Zoran__________his country in 1980.
leave

2. He__________to Chicago that same year.
come

etc.

3. Check back or remember. Learners use cues from reading or listening passage to complete the exercise.

Fill-in exercises can be used at any level of instruction.

FOCUSED LISTENING

Techniques for increasing learners' ability to understand the flow of normal English speech. Learners are given directions or guide sheets to focus their listening on salient language features, either patterns or meanings. Success in these exercises can build learners' skills and confidence. Some sample types are:

SUGGESTED STRATEGIES FOR E.S.L.

FOCUSED LISTENING (continued)

1. Listen and match/select/order. Learners listen for the meaning of a short passage in order to select from pictures or sentences, or to put those pictures in order.

2. Listen and circle/mark. Learners listen for specific information, either structural or semantic, and indicate on answer form.

EXAMPLE (203-5)

Directions: Circle the question word you hear.

(Where are you going?)	Who	What	When	[✓ Where]
(When did you see him?)	Who	What	When	Where
(Who told you that?)	Who	What	When	Where

EXAMPLE (603-8 or 802-7)

Directions: Circle "O" (offer) or "R" (request)

(Would you get the phone?)	O	[✓ R]
(Would you like some more?)	O	R
(Can I get it for you?)	O	R

3. Listen and write information. Learners write requested real-life information from speech, dialogue or recording.

EXAMPLE (203-9 or 303-11)

Directions: Call the weather number and get the current temperatures, wind speed, and the expected high temperature today. Write the information here.

Temperatures: O'Hare_______Midway_______

Wind speed: _____________miles per hour

Today: High of________degrees

FOCUSED READING

Techniques to teach learners to efficiently understand written "texts" (stories, newspapers, coupons, receipts, etc.) Learners are directed to focus on specific features of written language by such exercises as finding the total on receipts, matching captions to pictures, selecting from ad options the most suitable apartment for one's family, etc. The focus can be on either meaning (ex. find the main idea), structure (ex. note all past tense verbs), or both (ex. What happened first in this story?)

GAMES

Enjoyable activities with groups, involving a goal, some shared information, rules, certain unpredictability of what players will do, and cooperation/competition. Games for ESL learning that provide communication opportunities include:

1. Picture/word card concentration.

GAMES (continued)

2. Construction engineer. (Group B must make the same configuration of objects as group A's which is hidden from them.)

3. Scrambled pictures. (Each group has a different picture unseen by the other groups; goal - determine the sequence of pictures by asking questions.)

4. The verb game. (Students take turns acting out verbs; others guess the verb.)

5. Spelling bees (in teams).

6. Hangman; a specific number of letters is indicated by blanks. Players have a limited number of chances to guess the the letters which spell the word.

Games should be selected according to the class.

INTERVIEW

A communication activity using personal information questions. Ask and answer questions. Variation: chain drill (S-1: "What are you?" S-2: I'm a housewife. What are you?" S-3: "I'm a machinist...."etc.); simulation (prepared scene between interviewer/interviewee); class guest (learners ask visitors for personal information).

JAZZ CHANT

An oral "poem" for practice of pronunciation, grammar structures, and everyday spoken English. A copyright book called Jazz Chants by Carolyn Graham (Oxford University Press) is available. Jazz chants shape normal English intonation and rhythm in learners' speech. Listening, repetition and choral dialogues performed to a beat comprise jazz chant techniques.

EXAMPLE (402-11)

Voice 1. Do you remember Rafael?
He used to come to this class.

Voice 2. Sure, I remember him very well.
He worked in a factory right near here.

Voice 3. No, he didn't work in a factory.
He worked in a restaurant, didn't he?

Voice 4. No, I remember he was unemployed.
He was always looking for a job, remember?

(All) Remember?
Yes, I remember.
But I don't remember everything about him.
I don't remember everything.
Do you?

LANGUAGE EXPERIENCE STORY

A personalized story told to the Training Specialist by the class (or individual learner). Language experience stories are based on learners' actual experiences, or on characters they have read about and know. Its advantages are that the students control the vocabulary and that they learn to read words already familiar to them.

Through questioning, the TS elicits learners' sentences and comments. A preliminary version is transcribed onto the blackboard. The TS guides learners to express what they really want to say in correct and appropriate English. Follow-up activities include: reading aloud; cloze; strip stories; comprehension questions; vocabulary exercise; making a "book" of learners' stories for reading; etc.

MONOLOGUE

A short "speech" given by the learner to the class or within small groups in class. Monologues are appropriate at all levels. Beginners should be able to say 4 to 5 short sentences in a row, as in this example:

EXAMPLE (203-1)

Hello, I'm Alfonse Dupin. I am from Haiti.
I'm 26 years old. I live at 4820 W. Adams.
I am a carpenter, but I need a job.

Intermediate learners can be expected to produce longer, more complex monologues.

EXAMPLE (503-7)

I would like to get a job working with computers. In my country, I studied engineering for two years. Here, I've worked at a factory where they are starting to use computers. My job now is inventory control. (etc.)

Because English speakers expect learners to be able to identify themselves, state their needs, etc., monologues for these purposes should be practiced so that learners can say them with ease and confidence.

PROBLEM SOLVING

An activity wherein learners are to accomplish a communication purpose (ex. "Find out who got to the bridge first" or"Describe the sequence of activities that led up to Raul's getting a new job."). Working in groups, some with different information than others, learners share, strategize, integrate, and discuss in English until they reach a conclusion or resolution to the problem. Then they present their answers to the class. The data, the purpose and the situation are provided by the TS at a level appropriate for the class. The learners themselves must use their available language resources in order to accomplish the task.

READING PASSAGES

Selected "texts" of reading material for use in instruction. Topics, length, source and format may vary. For example, appropriate reading materials may be taken from job related handbooks or forms, from grocery store ads, or from school bulletins to parents.

A reading passage may be used for different teaching purposes:

- as reinforcement for oral lessons
- as introduction to oral lessons
- as a model paragraph for controlled composition
- for specific skill development (see "Focused Reading")
- for vocabulary expansion
- for general comprehension

etc.

Nine types of comprehension questions are possible. These types, as displayed on the chart below, can be asked either orally or in written form. Training Specialists should use a variety of question types to assure comprehension of what is read.

9 Types of Comprehension Questions

Nine Types of Comprehension Questions	Yes-No	Either/Or	Question-Word
A. information and words of answer are in the text	Is Jan from Romania? 1	Is Jan from Romania or Poland? 2	Where is Jan from? 3
B. text contains the information needed but not the words	Does Jan like his new job? 4	Did he or his wife call for the interview? 5	How long does it take to drive there? 6
C. text does not contain the information needed	Would you work far from home? 7	Do you prefer union or non-union work? 8	How do you people find jobs here? 9

From "Gurrey's Three Stages of Comprehension Questions," by O. Dean Gregory, 1965.

REAL-LIFE CONTACT ACTIVITIES

Situations in which the learner communicates in English with native speakers. Contact may be with in-class guests, with English speaking community members out of class, or during field trips. These contacts are undertaken primarily for language-learning purposes, as well as for gaining information about culture and community.

REAL-LIFE CONTACT ACTIVITIES (continued)

EXAMPLE (302-4)

Guest listens to learners' voices on tape, asks them to clarify what they mean. Class follows up, remembering, practicing, and writing ways the guest asked for clarification.

EXAMPLE (303-4)

Class tours factory or store. Learners ask questions during trip. Afterward, draw and describe where things were in the building, around the building, etc.

REPETITION

A very basic strategy where learners repeat a word, phrase or sentence after a model: the TS, another learner, a tape, etc. Then, the TS confirms or corrects what was said. Learners may begin to produce new language material by repetition, either chorally, in groups, or individually. Learners' repetitions may never be perfect, but approximate and understandable production is a realistic expectation.

ROLE PLAY

An activity in which learners use known language to improvise a given fictitious role in relation to other role characters. Within a specific situation, character roles are assigned to learners, who act out the scene. Learners and TS provide feedback after the presentation.

EXAMPLE (203-10)

Role cards as follows:

A: You are on a bus. You ask a stranger what time it is.	B: You are on a bus. You are reading. Do not answer the first or second time someone speaks to you.

More extensive role plays may also be prepared.

SENTENCE COMBINING

A speaking or writing exercise where, given directions and a model, learners must combine two simpler sentences into one more complex one with correct English sentence structure. The purpose of sentence combining is to develop learners' ability to produce sentences like those of native speakers of English.

EXAMPLE (301-1)

Combine these sentence pairs into single sentences.

1. He's our neighbor. He's new.
   (He's our new neighbor.)

2. They're her helpers. They're young.
   (They're her young helpers.)

SENTENCE COMBINING (continued)

EXAMPLE (603-3)

Combine these pairs of sentences into single sentences. Use SINCE.

1. You can't come with me. I'll have to go alone.
   (Since you can't come with, I'll have to go alone.)

2. My car was in the shop. I couldn't get to work very easily. (Since my car was in the shop, I couldn't get to work very easily.)

SITUATIONAL PRACTICE

A semi-controlled production activity which follows drills and precedes role-play or free conversation in an ESL lesson. In situational practice, learners integrate and use the English they have learned in meaningful contexts. Two types of situational practice can be distinguished.

1. Situation - structure practice. Learners listen to or read a description of a situation and respond using the structures or expression(s) being practiced.

EXAMPLE (302-3)

Make sentences like "Come here." and "Don't eat that." (imperatives)

1. You want to watch TV. The TV is off. Your friend is sitting near the TV. ("Turn it on.")

2. A friend is driving fast. You see a red light. ("Stop.")

EXAMPLE (701-9)

Use "Don't you think you should...?" in these situations.

1. You have told your teenage son of a part-time job possibility where you work. He has to make the contact himself with Mr. Johnston in personnel. He hasn't called the company yet.

2. Your boss is writing a check to you. He is using a pencil.

3. Your roommate is cooking dinner. He brings the pot to the table. He has forgotten to turn off the burner.

2. Situation - response practice. Learners listen to or read a description of a situation and respond appropriately.

EXAMPLE (302-1)

1. You are a customer in a store. The salesperson comes to you and says, "Can I help you?"

2. You are at the telephone office. Two employees are talking. You want some help.

SITUATIONAL PRACTICE (continued)

EXAMPLE (602-8)

1. A worker worked overtime three weeks ago. Last week, she asked her boss about the overtime pay. He said to remind him this week if she did not receive the pay on this week's check. This week's check does not include her overtime pay.

2. A friend promised to bring a record for you to listen to. He didn't bring it today. As you leave, you remind him to bring it tomorrow.

STRIP STORY

A practice and communication activity where each learner receives and memorizes one sentence of a story, and must collaborate with the rest of the group to arrange the sentence into a logical order. Through repetition, learners practice saying and hearing the language of the story itself.

EXAMPLE (based on Command-action sequence, 202-3)

At 6:30, Mr. Koparsky wakes up.
He opens his eyes and gets out of bed.
He goes into the bathroom.
After he takes a shower, he gets dressed.
He goes to the kitchen.
For breakfast, he drinks a cup of coffee.
He eats some bread and cheese, too.
At 7:20, he kisses his wife good-bye.
Then he goes to work.

Training Specialists can prepare strip stories for their class, or refer to Alice Blows a Fuse by John Boyd and Mary Ann Boyd (Prentice-Hall, Inc.) for additional strip stories.

When discussing with others how to put a strip story in order, learners will need to use certain English phrases and expressions such as those listed below. These phrases and expressions can be taught prior to the strip story activity if the Training Specialist so chooses.

PHRASES AND EXPRESSIONS FOR PUTTING STRIP STORIES IN ORDER

Beginning level:	"Here."/"Go there."/"That's right."/"No."/ "Maybe after Rosa."/"Good."/etc.
Intermediate level:	"Wait a minute."/"That's good."/"Could be."/ "I think you should go here."/"Mine comes before yours."/"Let's try it again."/etc.

At the end of the activity, learners stand in a row, each saying their sentence in turn to complete the story.

SUGGESTED STRATEGIES FOR E.S.L.

VOCABULARY EXPANSION

An activity by which the Training Specialist elicits from class members vocabulary they know pertaining to a picture, topic, or item. That learners contribute vocabulary should encourage peer teaching and initiative in all class members. They also provide diagnostic information for the Training Specialist. Vocabulary elicited is Then practiced by all students, cued by the TS's questions ("What was that again?") or other means (such as drills). Then TS introduces new, related vocabulary by posing leading questions and supplying the needed words. This procedure, which values what learners already know, assists students to develop more vocabulary.

Other means of vocabulary expansion are also possible.

REFERENCE GLOSSARY

for ESL Training Specialists

988

Appendix B

REFERENCE GLOSSARY
FOR ESL TRAINING SPECIALISTS

ACCENT	The sound patterns of the learner's native language that persist in English comprise an accent. Almost every adult second language learner speaks with some degree of an accent. A very heavy accent that interferes with communication needs attention from the Training Specialist like any other pronunciation problem. However, an accent that does not impede communication and that cannot be changed without considerable effort may not merit any classroom correction. (Also see "Pronunciation.")
ADULT LEARNERS	In this curriculum the term "learner" is preferred to "student" in order to stress the unique nature of adult learning. "Student" tends to conjure up younger persons who attend school full-time. For adult learners, the classroom is a means to an end and only one among many important activities. Other roles that adults fulfill, such as parent, worker, consumer, neighbor and commuter, might take precedence over their participation as classroom learners. They may need some encouragement, but must always see how their learning is related to their needs and goals in life. Instruction must not only accommodate varying learning styles and needs, but also foster learner input into lesson materials and content. (Besides "Needs" (below), see "Assumption and Approach.")
APPROACH METHOD STRATEGY, TECHNIQUE	An *approach* is a congruent set of principles of language teaching and learning, including assumptions and theories. An approach (ex. communicative) forms the basis for a *method*, which is a certain set of procedures for teaching. These procedures consist of strategies and techniques. Strategies are more general than techniques. Strategies for this curriculum, for example, situational practice, are described in the preceding section. *Techniques*, such as hand cues, "backward build-up" or the use of cuisenaire rods, are the specific devices used in the classroom to present material.
BILINGUAL APPROACH	The use of the student's native language in a class can provide a sense of security and community among learners. Nevertheless, when the task is to teach and learn English, the effective use of the native language is limited to particular purposes: a) translation of newly introduced vocabulary; b) discussion of learners' needs for subsequent ESL lessons; c) very brief explanations by the Training Specialist of simple grammar rules; d) instructions for a new classroom procedure; e) feedback on teaching and learning. Even in a bilingual approach to ESL, learners must be actively hearing, speaking, reading and writing English for the vast majority of classroom time. Note: A bilingual approach is only appropriate when *all* the learners and the Training Specialist speak the same language.

COMMUNICATION	Communication is the exchange of meanings among people. Two prime communication goals of ESL instruction are: 1) to enable learners to freely communicate whatever they would like to express; and 2) to enable learners to understand, interpret and clarify what others express to them. Communication in English may involve listening, speaking, reading, or writing skills; oral communication receives primary emphasis in ESL. Preparation for communication includes study of grammar, pronunciation, vocabulary, and appropriate social usage. This preparation must give way to actual opportunities for purposeful communication in the ESL classroom. Classroom activities, in turn, must prepare learners to communicate freely outside the classroom whenever and wherever they need English.
COUNSELING	Adult ESL learners may have concerns, problems or needs that may be best handled by outside agencies or groups. CUSI has counselors in each regional office. They can help or give referrals for problems such as public aid, job placement, naturalization, visas, and community resources. Training Specialists and students are encouraged to call upon the counseling staff for assistance when needed.
COURSE	A course is defined as a sequence of 32 instructional hours. Students may, in one 8-week module, be simultaneously enrolled in one to four sequential courses at the same or adjacent ESL levels. This depends on the number of class hours scheduled per week. Twenty-four courses, from 101 through 803, are designated for English as a Second Language at CUSI.
CULTURE	Culture is the way of life of a group of people. Since most ESL learners are unfamiliar with the cultures of the United States, they will be challenged to understand the dominant American culture as they encounter it. Training Specialists should help learners understand how their culture differs from ours, and to understand how to cope and react in the land of cars, casual friendships, nuclear families, etc.
ERRORS AND ERROR CORRECTION	Language is a complex activity mastered primarily through practice and interactional use, so learners will necessarily make errors. These errors should be viewed as a natural part of the learning process. They may interfere with getting the meaning across, i.e. communication, or there may be errors in the use of English language forms--either grammar structures, sound system, or vocabulary. Whatever the error, the students should generally have the chance to correct themselves first, before either another student or the Training Specialist makes a correction. Many ways to indicate and correct errors can be used. Errors should be corrected less during conversation and communication activities than during drills and dialogues.

REFERENCE GLOSSARY
Continued

FOUR SKILLS:

1. LISTENING
2. SPEAKING
3. READING
4. WRITING

All four language skills should be taught and learned if students are to become effective users of English as a second language.

1. Listening is a critically important skill. To discriminate sounds and intonation is to determine the meaning of an utterance more fully. Such understanding is gained through controlled listening to isolated contrasts of English sounds in context and to meaningful communication samples in situations. Oral production relies on listening skills. Specially designed listening activities whereby learners need only to hear but not speak should be used as part of ESL instruction.

2. Speaking. When people speak, they usually have a reason for speaking, something to say, the knowledge of how to say it, and the knowledge of where and when not to say certain things. In ESL, free speaking or communication practice depends on all four factors: why, what, how and when. The "how" includes language forms--vocabulary, grammar structures, and pronunciation. The "when" is determined by culture, individual communicative ability, and other factors.

Generally, students should not be asked to repeat anything without having heard it three times. Speaking activities should progress from repetition to directed speech ("Tell X that you...," "Ask Y what she..."), and then from cued production to freer forms of expression such as conversation, problem-solving, and games. Oral reading of texts should be limited.

3. Reading is the process of getting meaning from print. Reading skills need to be developed in ESL according to the needs of the learner. For example, learners who work where safety signs or stock order forms must be read need such material incorporated into lessons. Many learners will not be able to read the same language they can say or understand. They may be able to say certain things they cannot read, and they may need to read certain language they do not need to speak (e.g. signs such as "dairy" or "produce.")

4. Writing. Adult ESL learners have immediate needs for writing skills. These needs include signatures, short notes, and filling out forms. While learners are not expected to write all they can say in English, they should have a firm understanding of English orthography and be able to write what they need. An introduction to developmental writing skills (that is, expository, personal writing) should be made through controlled writing of sentences and short texts. Writing can be used to reinforce other skills (ex. oral grammar usage) as long as it is carefully related to them and limited in emphasis.

GRAMMAR	Grammar is the systematic set of rules by which a language forms and organizes its words. Each language has a unique grammar which changes gradually over time and which may vary from place to place within the area where the language is spoken. Grammar is also the term given to the written descriptions of the rules of organizing a language.
GRAMMAR STRUCTURES	This guide to ESL Curriculum specifies grammar structures that people from other language backgrounds need to use for communication in English. The grammar structures are organized by communication objectives and level of instruction for which they are appropriate. Structures must be presented, practiced and used in meaningful contexts, not only in mechanical manipulation drills. Grammar terminology used in this curriculum is common and standard for ESL. Examples are given for all grammar structures. Further comments can be found in the "Notes."
LESSON	A lesson is a sequence of activities over one or part of a class period which addresses in a logical way the development of specified language skill objectives. One suggested sequence for ESL lessons is: a. review already taught material, related language; b. present new language in meaningful contexts; c. present additional examples of the same language patterns, including examples learners contribute; d. explain and clarify meaning; e. conduct activities for controlled manipulation of language forms (e.g. drills); f. conduct directed practice activities (meaningful); g. provide semi-controlled practice activities; and h. conduct purposeful communication activities. This sequence generally governs the order of the Suggested Strategies in this Guide; see, for example, the following: 201-6, 203-3, 401-3.
LEVELS	Levels are functional divisions along the continuum of language skills. Once the students are grouped according to English language proficiency, the Training Specialist can begin to plan lessons based on the students' language needs. In this curriculum, these needs have been organized into groups of 10 - 15 communication objectives per course, with the lower course numbers handling more basic communication needs and the higher courses handling more complex needs. For more information on course levels, see p.9.

LITERACY (ESL)	ESL literacy comprises a program of instruction in the basic skills of reading, writing, and computation needed by learners who read or write very little of their native languages. ESL literacy instruction is also appropriate for learners who are literate in languages that use other alphabets or writing systems, like Assyrian or Cambodian. ESL literacy learners should study or have already learned basic skills in speaking and understanding spoken English. Because of the needs of this group of learners, special materials and strategies must be used in ESL literacy instruction.
MATERIALS	Teachers should use several of the following types of materials: a) visual (posters, picture cards, pictures from magazines, etc.); b) realia (objects: pens, clocks, tools, food, etc.); c) "found" texts (brochures, bills, check stubs, etc.); d) the newspaper; and e) published ESL materials (textbooks, workbooks, tapes, etc.). All published ESL materials CUSI purchases are chosen to be used in conjunction with this Guide to ESL Curriculum.
MULTI-LEVEL CLASS	When a wide range of student ability levels (see "Levels") is represented in a single class, special strategies must be utilized. One strategy is to demand variable achievement from learners within a single lesson: different levels of learners are challenged to remember the basic dialogue or to develop and master alternative, parallel dialogues. The cyclical organization of this curriculum permits such differentiation. Another strategy is to conduct different lesson activities with different ability groups. In this case, the Training Specialist needs to move from group to group as needed to present new language, to start learners on an activity they can do together or individually, and to check performance.
NEEDS	Adult ESL learners are motivated by needs to communicate in English. Their language needs may be based on certain life needs, for instance, to train for a better job. New immigrants or refugees may need information about the patterns of life in this country. Thus, three general categories of needs can be distinguished: a. personal (family concerns, health, employment, housing, etc.) b. cultural (food, time schedules, social conventions, money, etc.) c. language (grammar structures, vocabulary, literacy, pronunciation, etc.) Personal and cultural needs form the context for learners' language needs. Lessons and material should contain language content based on the actual or potential needs of the learners. Training Specialists who understand and respond to learners' spoken and unspoken needs for English provide valuable assistance to their classes.

PAIRS AND GROUPS	If communication is the goal, learners must have the opportunity to communicate successfully in class. When learners practice and discuss in small groups, more people can communicate at once. ESL materials should be selected and adapted to facilitate pairing and grouping of learners. All Training Specialists are encouraged to use pair and small group activities for a portion of every class. This is particularly advised for multi-level classes.
PLACEMENT TESTING	As students enter the program, they are, to the extent possible, placed into courses at an appropriate level. Placement testing is never 100% accurate, so students' performance in class after placement should be noted in case a different level would be more appropriate.
PRACTICE	"Practice makes perfect," and a great deal of practice is necessaey if learners are to become confident and competent in English. The Training Specialist must ensure that learners understand any newly introduced language (vocabulary, grammar structures, expressions) before they practice it. Moreover, practice of language forms must be followed by communication activities that give students a chance to use what they have learned.
PRONUNCIATION	The sound system of English differs from the sound system of any other language. The English language has a large number of individual sounds or "phonemes" that are distinctive. It has a wider range of vowel sounds than most other languages. Certain sounds--like the two TH's in thin and then--do not exist in many other languages. Other sounds, like the consonant "r", are pronounced differently in other languages. ESL learners may also have problems with English intonation, stress, and rhythm patterns. Pronunciation is an integral part of oral skills development. Error correction and pronunciation practice should be done in the context of teaching dialogues, drills and other oral practice. When learners are aware of a pronunciation problem, the Training Specialist should indicate the error made (ex. "He yalks to the store??") and allow for self- and peer-correction before directly correcting the learner. Listening discrimination techniques are at least as valuable as repetition or minimal pair drills in building pronunciation skills. During communication activities, pronunciation errors deserve correction if and when they interfere with meaning.

REFERENCE GLOSSARY
Continued

TRANSLATION	Whether from the native language to English or from English to the native language, translation is a strategy of extremely limited usefulness in ESL teaching. Translation serves two basic purposes: 1) it clarifies meaning, and 2) it provides a secure learning environment. Translation, however, does not build communication skills in English. When communication in English is the goal, other strategies must be used. (See "Bilingual Approach".)
VOCABULARY	Clear and meaningful expression depends in large part on a good working vocabulary. Each speaker of English has a vocabulary related to his/her environment, needs and life-style. While English word frequency lists are available, words should be introduced in the context of situations relevant to learners. Learners should be encouraged to ask for the vocabulary they need. Vocabulary is only one part of language; it must be learned in context, along with grammar structures and pronunciation.

CHICAGO URBAN SKILLS INSTITUTE
3901 SOUTH STATE STREET — CHICAGO, ILLINOIS 60609
(312) 624-7300

CURRICULUM DEPARTMENT

PROGRAM DESCRIPTION
ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES
ADULT LEARNING SKILLS PROGRAM

The Chicago Urban Skills Institute (CUSI), one of the City Colleges of Chicago, serves more than 40,000 persons through its educational and vocational training programs. CUSI is a multifaceted, city-wide institution with several components, the largest of which is the Adult Learning Skills Program (ALSP). This program provides educationally disadvantaged adults the opportunities to gain needed skills in free classes which include English as a Second Language (ESL), Adult Basic Education (ABE) and General Educational Development (GED) test preparation, in English and in Spanish, as well as high school credit classes through numerous evening alternative high schools.

CUSI serves its widely diverse learner populations at many locations. These include sites located in evening high schools, community outposts, churches and synagogues, businesses, schools, factories, libraries, correctional institutions amd social services agencies. Classes are also held at seven of the City Colleges of Chicago campuses. Four regional offices administer the program and supervise Training Specialists (instructors). Classes are offered for 6 eight-week terms, or modules, per year, thus insuring a sound, ongoing, and accessible program of instruction.

ESL Training Specialists all part-time staff assigned to teach one or more classes for up to 16 hours per week.

Over 12,000 ESL learners were enrolled in CUSI classes during Spring 1984. These learners came from every continent. There were significant numbers of speakers of 25 different languages, including Polish, Vietnamese, Russian, Korean, Cambodian, Assyrian and Haitian Creole. Approximately 45 percent of all classes contain learners of a single language background. Most classes are linguistically heterogeneous; five-sixths of multilingual classes contain one or more Spanish speakers.

Most ESL classes meet for 8 to 16 hours per week, depending on the site. Although a good number of classes are multi-level. CUSI is approaching its goal of offering more than one level of ESL instruction at each operating site. In the Spring of 1984, there were more than 645 ESL classes. The ESL curriculum currently being utilized will enhance standardization of instruction while allowing Training Specialists flexibility to meet the diverse and vital language needs of their learners.

7/84

REASONS FOR SELECTING SIDE BY SIDE

The ESL Sub-Committee of the Curriculum Advisory Committee surveyed available commerical materials and recommended for purchase Side by Side: English Grammar Through Guided Conversations, Books 1 and 2, by Steven Molinsky and Bill Bliss (Prentice-Hall, 1981). These two books cover the range of ESL proficiency in our porogram better and more efficiently than any other single title. It was selected according to the following criteria:

CONTENT

Practical, adult-oriented topics fill the book with vocabulary and illustrated situations meaningful and of interest to adult learners. Grammatical structures are carefully linked to meaningful situations, corresponding well to the CUSI ESL curriculum design. The excellent illustrations are well utilized. Multi-ethnic, multi-racial, and non-sexist.

FLEXIBILITY

The format is adaptable to whole class, small group, paired, and individualized modes of instruction, providing flexibility for different class settings as well as variety within a single class setting.

ANDRAGOGY

Each unit incorporates language practice activities for student-generated vocabulary and topics. Instruction and content reflect and prepare learners for real-life communication to meet immediate needs. Appropriate for different learning styles (oral/written/pictorial/kinesthetic) modalities, teacher-controlled/peer-instruction/individual arrangements).

METHODOLOGY

Effective progression from learner dependence/teacher control to learner independence. Components of larger skills are practiced first, then intergrative language practice. Side by Side will reduce teacher talk and increase student talk. (One learns to speak by speaking.) Cues--pictures, essential words--are effectively used to enable learners to internalize the grammatical structures as they are mastering them. Grammatical accuracy and conversation skills are developed simultaneously.

IMPROVEMENT OF INSTRUCTION

Easy to use with the CUSI ESL Curriculum, the text also provides TS's with communicative language teaching materials for their classrooms. By using Side by Side, even inexpereinced TS's will put into practice the principles and procedures envisioned in the curriculum. As a result, it is expected that the quality of ESL instruction will improve.

RESOURCES AT CUSI

Regional Office. You will find selected textual materials, duplicating services and information services at your Regional Office. Regional Directors and Assistant Regional Directors handle regional administration and are ombudsmen between the Training Specialists and the Adult Learning Skills Program administrators.

Full-time counselors are also available at each Regional Office to assist students. The counselors are prepaid to provide individual and group counseling. Information and referral to other agencies, and other assistance. Areas of counseling assistance include career guidance, immigration, and employment.

Instructional Development. Instructional Developers aid Training Specialists with classroom and lesson organization and management, suggest appropriate materials and provide general educational services and resources. They visit classes on a rotating basis, but you are free to call them at 624-7300, ext. 216 or 217, to request to visit, ask for information or discuss a problem. The Department of Instructional Development plans and holds orientation sessions and in-service workshops for Training Specialists and welcomes suggestions regarding topics you would like to have addressed.

The Learning Resource Center at 3901 South State Street, through its components (the Audio-Visual Center, the Library and PLATO), provides materials, resources and services to assist students and staff of the Adult Learning Skills Program. The Reading Laboratory assists students with special needs in reading. The Northern Area Adult Education Service Center, located in the Learning Resource Center, provides materials and services to Training Specialists. (See Appendix F, General Resources, for a description of the Service Center.)

The Audio-Visual Center (phone: 624-7300, extension 205). Has a wide range of non-print materials in many subject areas, including English as a Second Language.

1. General materials available for loan are: films, filmstrips, sound filmstrips, filmloops, slides, kits, cassettes, games, transparencies, charts, posters, pictures, maps. Classes may be brought in to use videotape equipment and television sets. All A-V materials are listed in the library card catalog. ESL materials include books, tapes, and learning games.

2. The A-V Specialist is available to help Training Specialists in the production of instructional materials. Overhead transparencies can be made from typed, printed or photocopied originals; printed materials may be sandwiched in plastic for clean safekeeping; cassettes may be duplicated. If a class is brought to 3901 during the day, A-V Specialists are available for assistance in videotaping projects.

3. Training Specialists may check out equipment and materials for one week with approval of their Assistant Regional Director. It is the responsibility of the Training Specialist to make sure that this approval is transmitted to the A-V Specialist either by phone or in writing. In special cases, arrangements may be made with the A-V Specialist for a longer loan.

4. A basic plan for using audio-visual materials in class has five steps:*

   a. Preview materials before using in class. After selecting appropriate materials, plan their use within the flow of lesson activities and relate them to previously covered material.

   b. Be sure that desired materials and necessary equipment are available when needed. Reserve what you want, and know how to use it.

   c. In class, introduce material or activity. State the purpose for its use, e.g. for pronunciation or listening practice. Give clear instructions, for example, on how to use the tape recorder, when to stop the tape, how to arrange the chairs, and other steps to follow.

   d. Monitor the activity or use of the materials. Check to see that learners are benefiting from it.

   e. Follow up, especially if the AV materials introduce new material.

The Library (phone 624-7300, extension 218). Maintains a sizeable collection of printed resources.

1. Library resources are geared primarily to adult education and job skills but also include several collections:

   a. General collection: titles which can be checked out for two weeks.

   b. Reference collection: general and specialized reference and informational tools such as encyclopedias, dictionaries, handbooks, etc.

   c. Reserve collection: materials that have been placed on restricted circulation because of anticipated heavy usage, as well as multiple copies (15 copies or more) of instructional and preparatory materials for GED, ESL and other adult basic education materials.

   d. Professional collection: several hundred volumes dealing with theory and methodology of adult education, including a small section on teaching English as a Second Language.

   e. Periodicals: about 100 magazines and newspapers (back issues of magazines are kept for one year and newspapers for one month).

   f. A collection of Illinois college catalogs.

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*Adapted from The Adult Basic Education Sourcebook, Northern Area Adult Education Service Center.

2. A library card will be issued upon request to any student or staff member current enrolled/employed with the ALSP. Library staff can answer questions on circulation and check out procedures.

3. Library hours are: 8:30 A.M. until 7:00 P.M., Monday through Thursday and 8:30 A.M. through 4:30 P.M. on Friday.

PLATO Computerized Teaching (Programmed Logic for Automated Teaching Operations) (phone: 624-7314)

1. PLATO is a computer network geared to teaching and research. The terminals at the City Colleges are part of a network of over a thousand terminals located at schools and universities throughout the United States.

2. PLATO currently provides over 5,000 hours in instruction in over 90 subject areas, including basic, intermediate and advanced courses in the ABE/GED areas of reading, English and mathematics, and United States and State of Illinois Constitutions and Flag Code. There are some ESL lessons on PLATO.

3. PLATO may be best utilized by allowing for at least two periods per week of class instruction at the PLATO center. Also, students who desire review, reinforcement or advanced work can ask a PLATO staff member to enter them in an appropriate PLATO course and can thus study on their own, at their own pace.

4. Instructors can utilized PLATO as a supplement to classroom instruction by making arrangements with a PLATO site director. There is a list of currently offered subjects always available as well as all the lessons, aids, and resources of the PLATO network.

5. Training Specialists as well as students are allowed to use PLATO simply by making arrangements with a PLATO staff member at any Chicago City College and selecting a subject area from a list of currently offered subjects.

6. To participate in a PLATO management training workshop, call Dr. Chris Dimas at 977-2536.

The Reading Laboratory (phone 624-7300, extension 215 or 238). May be used by Training Specialists and students.

1. ALSP Training Specialists may visit the Reading Lab to observe a demonstration of methods and materials in teaching reading.

2. Training Specialists should recommend students with special reading needs that cannot be handled in the classroom to attend the Reading Lab. Where possible, the student should be dropped from the regular class assignment and reassigned to the Reading Lab. Generally speaking, only native speakers of English are enrolled in the Reading Lab.

GENERAL RESOURCES

Northern Area ESL/Adult Education Service Center, 500 South Dwyer Avenue, Arlington Heights, IL, 60005. Phone: Library, 870-4113; Office, 870-4130. This state-funded center provides local, regional and statewide professional development services to all bilingual and ESL programs funded by state and federal adult education monies. A variety of technical and consultative services are available to teachers, counselors, and administrators through a phone call or visit. The library at the center contains the largest collection of ESL resources in the state. In-service training, and a newsletter (co-published by the Chicago Office, below), and special publications are other services provided by the ESL Service Center.

Northern Area Adult Education Service Center, Chicago Office, 3901 South State Street, Chicago, IL 60609. Phone: 924-0743. This state-funded, comprehensive Service Center for adult educators has a wide range of professional and curriculum materials for loan. Technical assistance in meeting classroom and program needs is also offered. A newsletter of professional interest is available on request. Workshops on all aspects of adult education are offered, as well as information about graduate courses from the following institutions: Governors State University, National College of Education, Northeastern Illinois University, Northern Illinois University, Roosevelt University, University of Illinois at Chicago, University of Illinois--Urbana (Extension), University of Wisconsin at Milwaukee. The resources of the Service Center's Dekalb office are also accessible through the Chicago office.

The Educational Resource Information Center, (ERIC) is a clearinghouse for educational research and reports. The Northern Area Adult Education Service Center, Chicago office, offers special assistance in doing ERIC searches. (Search Fee, $2.00.) Training Specialists may also contact the ERIC Clearinghouse on Vocational and Adult Education directly at 1960 Kenny Road, Columbus, OH 43210. Phone: 614-486-3666, for pamphlets summarizing research in various areas. You can also contact the ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007.

Career Guidance Center, 185 North Wabash, Room 800, Chicago, IL 60601. Phone: 977-2588. Provides technical assistance, workshops, publications, and audio-visual aid loans for various aspects of career planning and career education, including interest assessment, training, and employment. The Center serves teachers, counselors, and other professionals involved in career guidance.

Career Development Center at Loop College, 30 East Lake, 2nd Floor, Room 214, Chicago, IL 60601. Phone: 781-9430. It is a branch of the Career Guidance that provides direct services to adult students living in Chicago with job placement, cooperative education, vocational assessment, counseling, etc. The center also houses the professional resource collection of the Career Guidance Center.

C.E.C.I.L. (Career Education Center Information Line). A telephone playback system. Call 977-2596 to hear a tape or request a catalog. Over 200 informational tapes, 3-5 minutes long, on a variety of career guidance and personal development topics can be heard. Topics include: weekly job news in 12 career areas; career planning information by job and worker trait groups (e.g. qualifications, working conditions, aptitudes needed,physical demands); getting and keeping a job; helping oneself (issues that affect life and living); counseling tapes (on personal, emotional, and interpersonal growth).

Literacy Volunteers of Chicago, 207 South Wabash, Chicago 60604. Phone: 633-0543. The organization recruits and trained volunteers in basic literacy and conversational ESL. It provides tutoring for adult students at 16 sites throughout Chicago, with additional sites planned at selected Chicago Public Library branches. LVC also provides technical assistance to groups wishing to establish their own Literacy Volunteers affiliated tutoring programs.

Illinois Migrant Council, 1642 South Halsted, Chicago Heights, IL 60411. Phone: 761-1500. Services are available at this office to Chicago residents in need of information and counseling.

Community Referral Service of the United Way. Phone: 322-0580. The service provides referrals and contacts for meeting special needs of adult students (and others) in the community. It is staffed by social workers and information/referral specialists.

Literacy Council of Chicago, 220 South State Street, Chicago 60604. Phone: 939-0178. The Council provides workshops and demonstrations of phonics teaching systems. Affiliated with National Association for Literacy Advance (Laubach Literacy International). Call for more information.

Speakers from major industries are available. Contact the following to make arrangements: Illinois Bell Telephone Co. (800-972-0492, free catalog available); Service Crops of Retired Executive/SCORE (Write: SCORE, c/o Small Business Association, 219 South Dearborn, Chicago 60604 to inquire about speakers on particular topics RE: business and employment); and other sources.

Sun-Times Newspaper in Education Program, School Services Department, The Chicago Sun-Times, 401 North Wabash. Phone: 321-2778. Subscriptions are available for half-price (minimum 25 for 4 weeks); special services--workshop presentations, curriculum guides, activity cards, filmstrips for loan; weekly "Viewpoint" section; monthly teacher newsletter ("Focus"); other services available to teacher subscribers at no charge.

Chicago Tribune, Educational Services Department, 435 North Michigan, Chicago 60611. Phone: 222-2286. Subscriptions are available at half-price (minimum 25 for 4 weeks) entitle you to special free services and resources. Choose from "Background Reports" on current interest topics, written to stimulate discussion and independent study. Teacher aids are available at different levels (high schools, elementary, etc.) and adaptable for adult learners.

Chicago Public Library offers many special services. The "Study Unlimited" program, a self-paced videotape program of GED, CLEP, credit-and non-credit City Colleges courses, is available at the following branches: Central Library, Chicago Lawn, Edgewater, Martin Luther King Jr., Portage-Cragin, South Chicago, Toman, and Woodson. Other services include: Harsh Afro-American Collection (Woodson Branch, 9525 South Halsted), Services for the Deaf (4536 North Lincoln, 728-2062), Illinois Regional Library for the Blind and Physically Handicapped (1055 West Roosevelt Road, 738-9210), DIAL-LAW (644-0800), DIAL-PET (342-5738), and the Information Center (269-2800), and the Spanish Information Center (269-2940).

GED

GED Testing Information: For sites, times, dates and requirements of tests, contact the Educational Service Region of Cook County, 33 West Grand Avenue, Chicago IL. 60610. Phone: 443-5000 or 5192.

GED Practice Tests: Write to: Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, New York 10106, or call 800-221-4600.

PROFESSIONAL ASSOCIATIONS

Illinois Teachers of English to Speakers of Other Languages and Bilingual Education (Illinois TESOL/BE), Richard A. Orem, Executive Secretary, Gabel 101-LEPS, Northern Illinois University, DeKalb, Illinois 60115. Membership: $8.00/year.

Teachers of English to Speakers of Other Languages (TESOL), 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Membership: $30.00/year. NOTE: TESOL has two Interest Sections of special interest: ESL in Adult Education, and Teaching Standard English as a Second Dialect.

Illinois Adult Continuing Educators Association (I.A.C.E.A.), Donna Moyers/Bill McVey, Membership, c/o School District U-46, 360 DuPage Street, Elgin, Il. 60120, SPECIAL NOTE: Part-time Training Specialists can join at the reduced rate of $20.00/year.

American Association for Adult Continuing Education, 1201 Sixteenth Street N.W., Suite 301, Washington, D.C. 20036. Membership: Associate, (part-time adult educator), $35.00/year; Student (full-time, college or university), $35.00/year.

SPECIAL PUBLICATIONS

Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb IL 61455. Phone: 800-322-3905. A free catalog listing adult and vocational education resources, mostly developed here in Illinois, and at minimal costs, is available. Of special interest to ESL teachers is: HELP: Handbook for English Language Paraprofessionals, a hefty guide containing lesson plans and worksheets for use in small group and individualized instruction. Also available are: Handbook for the ESL/ABE Administrator, Books 1, 2, 3, A Teacher's Planning Handbook for Developing the ESL/ABE Program, and A Guide for Conducting an Instructional Process Evaluation of ESL/ABE Programs for Adults.

Statewide ESL/Adult Education Service Center - Illinois, 500 South Dwyer Avenue, Arlington Heights, IL 60005. Phone: 870-4130. Periodic newsletter and other publications can be obtained by contacting the center. Some of the materials available are: An Annotated Bibliography of Adult ESL Instructional Materials, A Guide for the New Adult ESL Teacher, Testing Guidelines and Procedures for Adult ESL, Statewide Forum on the Second Language Learners in Adult (Basic) Education (collected papers), and An ESL Literacy Resource Guide.

Adult Education Service Center, Chicago Office, 3901 South State Street, Chicago, IL 60609. Phone: 924-0743. The following are some books available through the center: The ABE Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors, A Closer Look at Books: A Self-Instructive Guide to Selecting and Evaluating Materials, and Getting Started: A Pre-Service Manual.

Training Specialists are encouraged to contact these agencies directly, should they need help. They can also request assistance and obtain information from the Department of Instructional Development, at CUSI, 3901 South State Street, Chicago, IL 60609. Phone: 624-7300, extension, 216 and 217.

The Curriculum Department of the Chicago Urban Skills Institute supports the following professional standards.

PROFESSIONAL STANDARDS

The Illinois Adult and Continuing Educators Association, Inc. represents a diverse membership which shares a concern for the development of the adult and continuing education profession. In recognition of the unique character of our profession and in accordance with the constitution of the Association, the following professional standards have been identified. It is the intention of the Association that these standards be applied voluntarily and with due recognition of the rights of the individual adult educator.

The adult and continuing educator:

1. Is commited to his/her own lifelong learning.
2. Understands the physical, psychological, social and cognitive characteristics of the adult learner.
3. Accepts the learner's cultural and ethnic uniqueness.
4. Is flexible and innovative.
5. Communicates effectively with learners, colleagues and supervisors.
6. Establishes linkages with appropriate community resources.
7. Is committed to the adult and continuing education profession.

The adult education instructor:

1. Provides a nonthreatening, supportive atmosphere for learning which fosters freedom of thought and expression.
2. Demonstrates competence in the subject area to be taught.
3. Assists learners in formulating personal learning objectives and assessing progress toward those objectives.
4. Facilitates a continuum of successful learning experiences for the adult learner.
5. Uses the instructional methods, techniques, materials and resources most appropriate for the learning tasks and characteristics of the adult learner.
6. Uses a variety of appropriate evaluation techniques to assess learning.

PROPOSED PROFESSIONAL STANDARDS FOR ADULT ESL INSTRUCTORS

As part of its continuing concern for the development of the adult and continuing education profession, a committee of the Illinois Adult Continuing Educators Association has identified the following additional professional standards for adult ESL instructors. These standards, as proposed, are pending the approval of the membership-at-large and the Executive Committee of IACEA. They were developed by the committee members listed below. These standards are in addition to those identified on the previous page.

The adult ESL instructor:

1. Demonstrates a high level of proficiency in spoken and written English.
2. Demonstrates knowledge of the structure, sound system, and semantics of the English language as they apply to the adult learner of ESL.
3. Demonstrates knowledge of the language acquisition process and its relation to language instruction.
4. Is knowledgeable of American culture as it contrasts with other cultures.
5. Understands the range of linguistic needs of adult ESL learners.
6. Uses a variety of appropriate evaluation techniques for assessing English language proficiency.

The committee: Mary Ann Boyd
Jeffrey P. Bright
Jean Chapman
Joanna Escobar
Pat Hunsaker
Richard A. Orem
Chloe White
Dennis Terdy, Chair

Submitted to IACEA, April 1982.

ESL CURRICULUM RESOURCE BIBLIOGRAPHY

This bibliography contains titles of resource books, articles, and classroom materials referred to in the development of this ESL curriculum. Additional titles of interest to ESL Training Specialists have also been included.

This list is divided into two categories: reference materials, and classroom materials. In each category, titles that are especially helpful for new instructors of ESL are marked with an asterisk (*).

Many of these materials are available for loan from the Northern Area ESL/Adult Education Service Center. Call 870-4113 for borrowing information, or 870-4130 for assistance in selecting titles. You may also contact the Department of Instructional Development (CUSI) for help.

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We Welcome Your Comments.

TRAINING SPECIALIST INPUT FORM

The Curriculum Department would like you to use this form to provide feedback on the utilization of this Guide and to provide input into future revisions. Please return it to your regional director or mail it directly to the Curriculum Department, Chicago Urban Skills Institute, 3901 South State Street, Chicago, Illinois 60609.

1. Region in which you teach____________________.
2. Years of experience as an ESL teacher________.
3. Comments on the curriculum:
    a. Communication Objectives

    b. Sample Language

    c. Target Sentence Patterns

    d. Grammar

    e. Suggested Strategies

4. Additional Comments and Suggestions (use back of this sheet if necessary):

5. OPTIONAL
    a. Name____.
    b. Phone between 8:30-4:30 __________________________.
    c. Are you interested in being a member of a Curriculum Advisory Committee? _____Yes _____No

Thank You!